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ABSTRACT

To investigate whether there are significant numbers of academically talented students in disadvantaged populations (black and non-black) who do not pursue a higher education, 28,000 National Merit Scholar Qualifying Test participants were administered a questionnaire. The sample was divided into 72 subgroups formed on the basis of race (black or non-black), sex, ability level, and geographic region of residence. The results, despite a low response rate, strongly suggest that the test-bright achiever of either race is almost certain to enter college ragardless of factors such as sex or parental earnings. Data are reported on the location and type of college attended, freshman year persistence, and grades obtained. (JS)

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Black and Nonblack Youth: Characteristics and College Attendance Patterns

Donivan J. Watley

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NATIONAL MERIT SCHOLARSHIP CORPORATION

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NATIONAL MERIT SCHOLARSHIP CORPORATION

Edward C. Smith, President

Donivan J. Watley, Director of Research

The National Merit Scholarship Corporation was founded in 1955 for the purpose of annually identifying and honoring the nation's most talented youth. Merit Scholarships, which are awarded on a competitive basis, provide financial assistance that Scholars use to attend the colleges of their choice.

The NMSC research program was established in 1957 to conduct scholarly research related to the source, identification and development of intellectual talent. NMSC Research Reports are one means of communicating the research program's results to interested individuals.

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ABSTRACT

During the 1950's a number of studies reported data showing that many test-bright academic achievers in high school were not entering institutions of higher learning. Despite the great expansion that has occurred in higher education since then, the question remains largely unanswered whether there are not significant numbers of academically talented students in disadvantaged populations--black or nonblack--who do not have access to higher education. A total of 28,800 were selected from among NMSQT participants to compose 72 subgroups formed on the basis of race (black or nonblack), sex, ability level, and geographical region of residence. The results strongly suggested that the test-bright achiever of either race is almost certain to enter college regardless of characteristics such as sex or parental earnings. Data are reported on the location and type of college attended, freshman year persistence, and grades obtained.

BLACK AND NONBLACK YOUTH: CHARACTERISTICS AND COLLEGE ATTENDANCE PATTERNS

Donivan J. Watley

Between the early 1950's and the mid-1960's considerable attention was directed toward the identification and development of the nation's human resources. This was done with an eye toward the efficiency with which society develops its human talent, concentrating specifically on how talent waste might be avoided. A national manpower council was established in 1951, and an ensuing report was published (1954) that dealt with various issues and problems of national manpower. A particularly important study that provided additional thrust to the need for manpower conservation was published by Wolfle (1954).

It became increasingly clear to many educators and manpower experts that various concrete steps should be taken, especially in attempting to build a firmer bridge from high school to college for highly talented students. One such step taken was the formation in 1955 of the National Merit Scholarship Corporation for the purpose of identifying and honoring the nation's most academically able youth. Another step taken was a renewed interest by colleges in the question of scholarships and financial aid to talented but needy students. The Sputnik launchings in 1957, with their threat to America as the world leader in science, dramatized the urgency of the task at hand.

While "talent development" emphasizes differences among people and seeks the "best" for given positions, ideal democracy at work offers every person equal opportunity for self development. The implication is that every individual has the right to be educated to the extent of his ability and desire, a belief which began to gain momentum in the nineteenth century and has snowballed in the course of the present century, especially during the 1960's. But this emphasis apparently requires that the traditional American educational system be changed: "American higher education, historically heterogeneous but usually designed for some selected population, is now asked to provide a useful experience for most young people, including those who cannot afford to pay the bills, are not 'prepared for college,' do not have 'college ability,' and do not arise from the backgrounds that have provided even the self-made men of earlier times" (Kendrick and Thomas, 1970, p. 153).

These two emphases--the conservation of <u>society's</u> talent and the <u>individual's</u> equal opportunity for educational development--have together influenced students to seek higher education in greater numbers than ever before. In fact, the expansion of higher education in America, in terms of growth figures, has been a remarkable

success: there are now almost three times as many students enrolled in colleges and universities as there were in 1955; college enrollment nearly doubled from 1960 to 1968, while the population of 18-24 year olds was increasing about 30%. More than half of the nation's high school graduates now enter college, and in California, with its huge system of tax supported institutions, the percentage is much higher. Altogether, the percentage of the nation's graduates who enter some type of formal post-secondary education exceeds 70.

Although college officials appear confused today over their proper function in dealing with students who appear to lack the traditional requirements--inadequate preparation, poor motivation, low academic aptitude, etc., there is little confusion over the fact that most colleges seek to enroll the most academically able students that they can attract. Clearly, the emphasis is still on getting the superior student.

Despite the great expansion that has occurred in higher education, the question remains unanswered whether there are now significant numbers of academically talented students in disadvantaged populations (black or nonblack) who do not have access to higher education, Kendrick and Thomas (1970) concluded from their review that there is strangly little evidence available on this point. Moreover, in another review of studies on black higher education, Bayer and Boruch (1969, p. 2) found that: "Typically, research efforts have been confined to a small sample of subjects, often from a single educational level and enrolled in only one college or a small group of colleges." Their own report furnished needed normative data for entering college freshmen by type of institution and by race.

Although many of the details are missing regarding patterns of college attendance, it is known that blacks continue to be underrepresented in college in terms of their numbers in the total U. S. population. Altogether, 6 to 7% of the entrants to college in 1968 were black (Bayer and Boruch, 1969) and, according to Census Bureau data reported in the Chronicle of Higher Education (Feb. 15, 1971), the same percentage held for 1969. About 12% of the college age population in this country is black. Just 3% of the college graduates in 1965 were Negroes (Astin and Panos, 1969). Nevertheless, progress is being made. From 1964 to 1969 the number of blacks enrolled in college increased 110%, from 234,000 in 1964 to 492,000 in 1969. Between 1964 and 1968 the proportion of blacks aged 18-24 in college increased from 8 to 15% (U. S. Bureau of Census, 1969a).

Attempting to control a number of relevant student characteristics (e.g., race, sex, academic ability level, high school grades, type of high school attended, family income, geographical area of residence), the purpose of this study is to report

college attendance patterns among carefully selected samples of black and nonblack youth. Concentrating on the college attenders, data will be reported for their freshman academic performance and the type and location of the colleges they attended.

METHOD

SAMPLES

The National Merit Scholarship Corporation conducts the nation's largest private scholarship program--a program initiated in 1955. Approximately 750,000 students from about 17,500 high schools voluntarily participate in the annual nationwide scholarship competition. Of this number, about 35,000 are blacks who complete for awards in the National Achievement Scholarship Program for outstanding Negro students. Altogether, about 28% of all eleventh grade students participate by taking the National Merit Scholarship Qualifying Test (NMSQT).

The samples for this study were chosen from among the 796,650 students who took the NMSQT in the spring of 1967. A total of 28,800 were selected to compose 72 subsamples formed on the basis of race (black or nonblack), sex, ability level, and geographical region of residence. Initially, each of the 796,650 students was classified into a single subgroup based on his particular attributes. The students selected for this study were chosen randomly within each subgroup. A total of 400 were selected for each subsample in order to provide stable results.

The states included in the four geographical regions (East, Midwest, South, and West) are shown in Figure 1.

East	Midwest	South	West
Connecticut	Illinois	Alabama	Alaska
Delaware	Indiana	Florida	Arizona
District of Columbia	Iowa	Georgia	Arkansas
Maine	Michigan	Kentucky	California
Maryland	Minnesota	Louisiana	Colorado
Massachusetts	Missouri	Mississippi	Hawaii
New Hampshire	Ohio	North Carolina	Idaho
New Jersey	Wisconsin	South Carolina	Kansas
New York		Tennessee	Montana
Pennsylvania			Nebraska
Rhode Island			Nevada
Vermont			New Mexico
Virginia			North Dakota
West Virginia			Oklahoma
			Oregon
			South Dakota
			Texas
			Utah
			Washington
			Wyoming

Fig. 1 Regions

Using NMSQT scores, three levels of academic ability (or educational development) were used for blacks and six levels for nonblacks. The three levels for blacks corresponded to the first, second, and third quarters of the NMSQT selection score distribution for the 1967 Achievement participants. That is, the first level corresponded to the 75-99 quartile, the second level to the 50-74 quartile, and the third to the 25-49 quartile. Samples were chosen among the nonblacks to match those falling in the 25-49 and 50-74 quartiles. But nonblacks tend to score higher on the NMSQT than the blacks do--about 70% of the nonblacks scored above the 75th percentile of the black students selection score distribution. Therefore, while the top quartile of the black distribution included selection scores from 91-170, four levels of scores were used for the nonblacks within this range in order to provide a more detailed picture of the college attendance patterns for them. The top level for the nonblacks included those scoring in the top 10% on the NMSQT selection score distribution for the nonblacks, the second level included the next 10% on the nonblack percentile distribution (80-89), the third level was composed of those whose scores fell in the next 25% on the nonblack distribution (55-79), and the fourth level included nonblacks, in the next 25% (30-54) on the nonblack percentile distribution. Altogether, then, there were six levels for the nonblacks.

A total of 72 subsamples were formed as shown in Figure 2. These carefully selected samples were representative of the NMSQT participants who had the various attributes under consideration. It is important to recognize, however, that the students who do participate in this program do so voluntarily (although many do so at the request of their schools), so that the generalizability of these results are limited in the sense that the students are self selected. While almost all of the high ability students in America take the NMSQT, students with lower tested academic ability are less likely to take it. Students who scored in the bottom quartile of the black students distribution were not included in this study because this group may not be representative of students who obtain scores this low.

FOLLOWUP QUESTIONNAIRE

Having taken the NMSQT in 1967 as high school juniors, the students in this study normally entered college in the fall of 1968. About one year later, in late 1969, each person was asked to complete a 1-page questionnaire that requested information about his post-high school experiences? Did you attend college during the 1968-1969 school year? If you attended, how much of the school year did you complete? Which college did you attend? What grade average did you earn for the course work taken during your freshman year? How do your parents feel about your going to college? Although not included in this report, other information was obtained from the college

NMSQT SCORE DISTRIBUTION	GEOGRAPHICAL AREA															
	EAST				MIDWEST				SOUTH				WEST			
	Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
131-170			400	400			400	400			400	400			400	400
122-130			400	400			400	400			400	400			400	400
106-121			400	400			400	400			400	400			400	400
91-105			400	400			400	400			400	400			400	400
91-170	400	400	1,600	1,600	400	400	1,600	1,600	400	400	1,600	1,600	400	400	1,600	1,600
75-90	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
62-74	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
Total	1,200	1,200	2,400	2,400	1,200	1,200	2,400	2,400	1,200	1,200	2,400	2,400	1,200	1,200	2,400	2,400
	2,400		4,800		2,400		4,800		2,400		4,800		2,400		4,800	

Fig. 2 Design of the College Attendance Study

attenders about their college major plans, their career plans, and their sources of financial support.

The colleges attended were classified by type: (1) public 2-year, (2) public 4-year, (3) private 2-year; and (4) private 4-year. It was also determined whether a student entered a college located in his own state or region (East, Midwest, South, or West).

Students were asked to estimate their family income (before taxes) for the previous year: (1) $4,000 or less; (2) $4,001-$6,000; (3) $6,001-$8,000; (4) $8,001-$10,000; (5) $10,001-$12,000; (6) $12,001-$15,000; (7) $15,001-$20,000; (8) $20,001 or more. This variable was used to represent students socioeconomic status (SES): (a) low--$6,000 or less; (b) moderate--$6,001-$12,000; (c) high--$12,001 or more.

Students were initially identified as blacks by having checked on the NMSQT answer sheet as high school juniors that they were eligible for and wished to be considered for scholarship aid through the program reserved for outstanding Negroes. Students were not asked to indicate their race as such on the NMSQT answer sheet. To check whether those selected for this study had been accurately classified "black" or "nonblack," the participants were asked to indicate their race on the followup questionnaire. Those who were initially classified incorrectly were changed according to the race they indicated on the questionnaire.

The student addresses used to mail the questionnaire were about two and one-half years old. The addresses available were those on the NMSQT answer sheets, completed in the spring of 1967. Two additional mailings were sent to the nonresponders after the initial questionnaire mailing. It is estimated that 2,592 of the participants were not located and did not receive the questionnaire.

ADDITIONAL INFORMATION

Other information obtained during the NMSQT testing was used in this study. This included: intention of entering college (yes or no), first and second college preferences, high school grade average, type of high school attended (public, independent, or parochial), location of the high school attended, and the population of the area served by the local school system (10,000 or less; 10,000-50,000; 50,000-250,000, 250,000 or more.

RESULTS

Response to the Questionnaire

Of the 28,800 who were mailed questionnaires, about 9% never received them. Questionnaires containing some usable information were returned by 11,207 nonblacks from the 17,472 that were presumably delivered--a return rate of 64%. Overall, the return rate was higher for women than for men--68% to 59%--and slightly higher in the

Midwest (66% both sexes combined) than in the West (64%), East (63%), or South (61%). The return rate was related to students NMSQT selection scores, being highest among those who obtained scores in the 131-170 range and lowest among those who obtained scores in the 62-74 range. Across all regions, for example, the response rate for nonblack women in the 131-170 range was 84% but only 43% for those in the 62-74 range. The corresponding percentages for nonblack men were 75 and 40. Thus a clear response bias is present which will require constant consideration in attempting to interpret these results. Consequently, greatest attention will be focused on those who obtained relatively higher NMSQT selection scores. The results for students at the lower end of the NMSQT distribution should necessarily be interpreted cautiously.

The results for blacks also require careful interpretation since only 52% of them returned usable data. As with nonblacks, the return rate was higher for women than for men--57% to 46%. But unlike the nonblacks, the rate of return was higher (both sexes combined) in the South (57%) than in the other geographical areas (West 52%; East 50%; Midwest (47%). The return rate for blacks was related to NMSQT scores. Returns were greater for those in the 91-170 range than for those scoring in the 62-74 range. The return rate for all women in the top NMSQT range was 62%, while the rate for those in the lowest range was 50%. The corresponding rates for men were 52% and 41%.

Information obtained from relatives revealed that at least 14 of the participants selected for this study were deceased. It was also learned that 337 of the participants were high school sophomores rather than juniors when they took the NMSQT. Their data were eliminated since they were not eligible according to the research design of this study.

One questionnaire item requested that the responder indicate his or her race. Of those who were initially thought to be black, 128 men and 62 women indicated on the followup questionnaire that they were not black. These participants were not eligible for Achievement scholarships in the first place and they were transferred from the status of "black" to "nonblack." On the other hand, 23 men and 57 women initially selected as nonblacks indicated that they were "black" and the appropriate transfer from "nonblack" to "black" was made.

College Attendance Among Black and Nonblack Youth

Virtually 100% of the students selected for this study indicated as eleventh graders that they planned to attend college; race, sex, geographical area of residence, SES (high, moderate, or low) or NMSQT score made no difference. Moreover, virtually 100% of the questionnaire responders reported that their parents wanted them to go. Those who take the NMSQT, then, appear to be volunteers who want to

attend college. But how many actually go? Are nonblacks more likely to attend college than blacks?

Let us look first in Table 1 at the college attendance patterns for black and nonblack males whose scores fell in the 91-170 range on the NMSQT. Not only did a remarkably high percentage of the nonblacks in this range actually enter college, but the percentages held up equally well for the highest scoring blacks regardless of SES level. Only in the South did a significantly higher percentage of nonblacks enter college, but even here the percentage difference is slight (97% to 93%). However, a consideration of the questionnaire return rate is important here. The response rate for all nonblack males in the 91-170 range was 66% and the rate for blacks was only 52%. It is questionable whether the nonattenders were as likely as the attenders to return the questionnaire. From the questionnaires received we know that, at a minimum, about 50% of the black males with NMSQT scores in the 91-170 entered college, but we do not know about the other half--the nonresponders.

Unfortunately, it was not possible to conduct a further investigation of the nonresponders. Possibly the difference in return rates for the blacks and nonblacks served to mask a real difference in attendance rates favoring the nonblacks. But one cannot be sure. The letter accompanying the questionnaire emphasized that an important reason for conducting this study was to identify deserving students who did not have a chance to enter college. The interpretation problem may be complicated by the belief among many blacks today that the time is overdue when attention should be placed on action programs rather than on continued sterile and aloof research of minority group issues. "The word is out," notes Knoell (1970, p. 1), "that black people do not want to be studied further, least of all by middle class white scholars." Thus nonresponders here may indicate other motivations rather than simply whether or not a person would report that he was enrolled in a college. Some support for this view may be found in an earlier followup by Burgdorf (1969), which studied several groups of black nonresponders to an Achievement questionnaire. Although the original response rates were low for some groups, as low as 58%, he concluded that these initial nonresponders "tended to deviate from the original responders only slightly and in the expected direction" (p. 10).

The return rates for men in the 75-90 and 62-74 NMSQT ranges also may have influenced the results reported. Certainly at first glance these college attendance rates seem high when one considers, for example, that an NMSQT score of 74 falls at the 10th percentile on norms for 1967 college bound NMSQT participants and at the 44th percentile on norms for a national sample of 11th graders. Although these selection scores are relatively low, an important self-selection factor is involved;

Table 1

The Number of Black and Nonblack Males with Different Characteristics and the Percent that Actually Entered College

NMSQT Selection Score Range	SES	Geographical Areas: East Black N	East Black %	East Nonblack N	East Nonblack %	Midwest Black N	Midwest Black %	Midwest Nonblack N	Midwest Nonblack %	South Black N	South Black %	South Nonblack N	South Nonblack %	West Black N	West Black %	West Nonblack N	West Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		19	89	-		23	100	-		25	96	-		18	89	-		85	94
	Mod	-		65	97	-		126	98	-		97	99	-		103	96	-		391	98
	High	-		163	98	-		138	97	-		143	99	-		142	99	-		586	99
	Total	-		247	97	-		287	98	-		265	99	-		263	97	-		1,062	98
122-130	Low	-		17	100	-		30	90	-		34	100	-		29	90	-		110	95
	Mod	-		95	97	-		110	95	-		95	98	-		100	98	-		400	97
	High	-		121	99	-		111	98	-		95	99	-		122	97	-		449	98
	Total	-		233	98	-		251	96	-		224	99	-		251	96	-		959	97
106-121	Low	-		21	90	-		27	100	-		24	96	-		36	94	-		108	95
	Mod	-		98	98	-		121	94	-		103	99	-		117	95	-		439	96
	High	-		85	98	-		98	99	-		83	96	-		92	96	-		358	97
	Total	-		204	97	-		246	97	-		210	98	-		245	95	-		905	97
91-105	Low	-		23	87	-		31	90	-		33	88	-		33	91	-		120	89
	Mod	-		115	95	-		111	96	-		100	92	-		109	95	-		435	94
	High	-		78	95	-		74	97	-		64	91	-		71	93	-		287	94
	Total	-		216	94	-		216	96	-		197	91	-		213	93	-		842	94
91-170	Low	49	94	80	91	42	90	111	95	99	89	116	95	58	97	116	91	248	92	423	93
	Mod	76	96	373	97	71	96	468	96	71	97	395	97	70	97	429	96	288	97	1,665	96
	High	49	96	447	98	23	100	421	98	26	100	385	97	38	95	427	97	136	97	1,680	97
	Total	174	95	900	97	136	95	1,000	97	196	93	896	97*	166	96	972	96	672	95	3,768	96
75-90	Low	62	81	21	71	46	96	32	69	109	83	19	79	72	88	31	77	289	86	103	74**
	Mod	59	85	112	78	61	89	83	76	39	90	88	91	52	90	112	88	211	88	395	83
	High	18	89	56	91	17	100	59	88	13	100	48	94	10	90	48	90	58	95	211	90
	Total	139	83	189	81	124	93	174	79**	161	86	155	90	134	89	191	87	558	88	709	84
62-74	Low	57	79	32	72	46	85	26	65	119	84	27	96	72	89	29	79	294	84	114	78
	Mod	58	81	90	74	60	87	89	79	48	81	56	77	58	97	74	72***	224	87	309	75**
	High	10	90	37	65	11	73	42	76	5	100	29	93	15	93	36	92	41	88	144	81
	Total	125	81	159	72	117	85	157	76	172	84	112	86	145	92	139	78***	559	86	567	77***
Total	Low	168	84	133	83	134	90	169	85	327	85	162	93*	202	91	176	87	831	87	640	87
	Mod	193	88	575	89	192	91	640	91	158	91	539	94	180	95	615	92	723	91	2,369	91
	High	77	94	540	95	51	94	522	95	44	100	462	97	63	94	511	96	235	95	2,035	96
	Total	438	87	1,248	91*	377	91	1,331	92	529	88	1,163	95***	445	93	1,302	93	1,789	90	5,044	93***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

virtually all of the NMSQT participants want to attend college regardless of their test performance. Thus college attendance may well be substantially higher for them than is the case for other students with similar characteristics but with lower motivation to attend college. While these enrollment figures may seem high, it is relevant that 55 to 60% of all high school graduates now enter college (U. S. Office of Education, 1969a), and the percent who enter some type of formal post-high school education is over 70.

In general, college attendance is much higher for white males than females, the ratio being about 3 to 2 (U. S. Office of Education, 1969b). This ratio apparently does not hold for blacks. Bayer and Boruch (1969) of the American Council on Education reported that 54% of the entering college black freshmen in 1968 were women, which is the year the students in this investigation initially enrolled. Table 2 indicates that regardless of SES level (parental income) the black women who scored highest (91-170) in the Merit competition were just as apt to enter college as were the nonblack women with comparable test scores. Importantly, 77% of the nonblack and 62% of the black women in this range returned usable questionnaires. The percentages for women (Table 2) are only slightly different from those for men (Table 1) with comparable characteristics. While 40% of the black women with scores in the 91-170 range had parents with annual earnings of less than $6,000, only 13% of the nonblacks had parents at this income level. This 40% figure is low, however, when all black female entrants to college in 1968 are considered; Bayer and Boruch (1969) found that 56% of them reported parental incomes under $6,000.

Like the men, black women with scores in the 75-90 and 62-74 ranges were more likely to attend college than were the nonblacks with similar NMSQT selection scores, especially in the Western and Eastern regions (Table 2). Interestingly enough, the response rates for both races of women were about 57% in the 75-90 range and both were in the low 40's for those with scores in the 62-74 range. So the higher college attendance rates for blacks in this case cannot be accounted for simply on the basis of a difference in the proportions who returned the questionnaire. Perhaps a higher percentage of blacks--both men and women--at the lower measured aptitude levels really do enter college. Several reasons may lead one to this conclusion: the belief among many that academic aptitude tests have less relevance for blacks than for nonblacks (see Stanley, 1971 and Clark and Plotkin, 1963 for different views on this issue); the current emphasis among blacks of the importance of college; and the markedly increased efforts by many colleges to recruit blacks into their programs.

Talent conservationists have since the 1950's been concerned about the undeveloped brainpower of this nation. If there is still uncertainty about whether test-

Table 2

The Number of Black and Nonblack Females with Different Characteristics and the Percent that Actually Entered College

NMSQT Selection Score Range	SES	Geographical Areas: East Black N	East Black %	East Nonblack N	East Nonblack %	Midwest Black N	Midwest Black %	Midwest Nonblack N	Midwest Nonblack %	South Black N	South Black %	South Nonblack N	South Nonblack %	West Black N	West Black %	West Nonblack N	West Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		23	96	-		27	93	-		23	91	-		31	94	-		104	93
	Mod	-		100	97	-		121	99	-		100	99	-		111	99	-		432	99
	High	-		172	99	-		143	99	-		173	99	-		160	98	-		648	99
	Total	-		295	98	-		291	98	-		296	99	-		302	98	-		1,184	98
122-130	Low	-		23	78	-		32	94	-		24	96	-		31	81	-		110	87
	Mod	-		115	92	-		139	94	-		127	94	-		124	94	-		505	94
	High	-		132	97	-		129	98	-		114	99	-		113	98	-		488	98
	Total	-		270	93	-		300	96	-		265	96	-		268	94	-		1,103	95
106-121	Low	-		35	94	-		31	94	-		39	85	-		44	89	-		149	90
	Mod	-		122	94	-		121	86	-		129	96	-		119	93	-		491	92
	High	-		105	94	-		97	92	-		88	98	-		101	98	-		391	95
	Total	-		262	94	-		249	89	-		256	95	-		264	94	-		1,031	93
91-105	Low	-		39	79	-		45	89	-		48	88	-		43	79	-		175	84
	Mod	-		124	73	-		114	81	-		107	87	-		114	85	-		459	81
	High	-		78	88	-		78	86	-		69	91	-		81	94	-		306	90
	Total	-		241	79	-		237	94	-		224	88	-		238	87	-		940	85
91-170	Low	66	92	120	87	61	89	135	92	127	88	134	89	75	95	149	85*	329	91	538	88
	Mod	91	95	461	89	100	92	495	90	89	97	463	94	88	98	468	93	368	95	1,887	91*
	High	41	90	487	96	40	98	447	95	26	96	444	98	29	100	455	97	136	96	1,833	96
	Total	198	93	1,068	92	201	92	1,077	92	242	92	1,041	95	192	97	1,072	94	833	93	4,258	93
75-90	Low	77	78	36	67	69	87	29	93	134	83	47	66*	96	86	41	78	376	84	153	75*
	Mod	82	87	94	80	81	90	107	74**	64	89	77	81	82	91	92	76**	309	89	370	77***
	High	25	92	58	83	25	92	70	83	9	100	54	87	23	96	46	93	82	94	228	86
	Total	184	84	188	78	175	89	206	80*	207	86	178	79	201	90	179	81*	767	87	751	79***
62-74	Low	70	76	32	50*	74	70	26	69	157	68	33	67	110	80	44	52***	411	73	135	59**
	Mod	76	82	73	56***	69	86	93	67**	51	78	59	73	52	96	75	80**	248	85	300	69***
	High	14	86	29	76	18	83	44	82	12	75	26	77	6	83	25	72	50	82	124	77
	Total	160	79	134	59***	161	78	163	71	220	70	118	72	168	85	144	70**	709	78	559	68***
Total	Low	213	82	188	77	204	81	190	89*	418	79	214	80	281	86	234	78*	1,116	82	826	81
	Mod	249	88	628	84	250	90	695	85	204	90	599	90	222	95	635	89**	925	90	2,557	87**
	High	80	90	574	93	83	93	561	92	47	91	524	96	58	97	526	96	268	93	2,185	94
	Total	542	86	1,390	87	537	87	1,446	88	669	83	1,337	91***	561	91	1,395	90	2,309	86	5,568	89**

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

bright academic achievers--students with high scholastic aptitude test scores who earn A to B+ high school averages--attend college, Tables 3 and 4 suggest that there is little cause for worry. Both tables reveal that 99% of the nonblacks who got NMSQT selection scores at the 90th percentile or better on nonblack norms (scores in the 131-170 range) entered a college or university. But it is not just those at the very top who enter--98% of the nonblack males and 96% of the nonblack females with scores in the upper 70% (91-170) of the nonblack norms entered a college somewhere. Parental income was unrelated to whether males with these characteristics entered college, and it had little bearing on the attendance of women.

The results were the same for blacks who scored highest on their own NMSQT selection score distribution--97% of the males and 95% of the females who scored in the top quarter of the black distribution (in the 91-170 range) entered college. The attendance ratios are almost as high for males and females of each race who had high test scores but who compiled a high school grade average in the C+ to B range.

An important objective here was to provide information about the proportions of highly adacemically talented students with certain characteristics who do not attend college. These data strongly suggest that the test-bright achiever--either black or nonblack--is almost certain to enter college regardless of characteristics such as sex or parent's income bracket.

The type of high school--public, independent, or parochial--that bright achieving males attend appears to have little effect on their college attendance rates (Table 5). This is true also for nonblack females who scored in the top 45% of the nonblack NMSQT selection score distribution (106 or higher). But nonblack women from parochial schools who obtain lower test scores were somewhat less likely to attend college than other women with similar characteristics who went to public or independent schools. Black women graduates from parochial schools were consistently less likely to enter college (except in the 62-74 range) than were graduates from the other two types (Table 6).

Tables 7 and 8 present data on the relation of college attendance to the size of the high school system where a student resided. So far the results presented here have consistently shown that high scoring males go to college regardless of their particular set of conditions. Size of high school system does not deviate from this pattern. This variable appears to have no significant bearing on whether a test-bright black or nonblack male will attend college. This holds also for nonblack women who obtain top test scores. Table 8 reveals, however, that those with scores below 106 from systems of less than 10,000 were not as apt to enter college as those with similar characteristics from larger systems. Lower scoring black women (90 or

Table 3

The Number of Black and Nonblack Males with Different High School Grade Averages and the Percent that Entered College

NMSQT Selection Score Range	SES	High School Grade Average: B+ to A				C+ to B				C and Below				Total			
		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
131-170	Low	-		64	97	-		21	86	-		-		-		85	94
	Mod	-		304	98	-		80	99	-		4	25	-		388	98
	High	-		419	100	-		154	96	-		4	100	-		577	99
	Total	-		787	99	-		255	96	-		8	63	-		1,050	98
122-130	Low	-		58	98	-		47	91	-		3	67	-		108	94
	Mod	-		238	97	-		151	99	-		7	71	-		396	97
	High	-		219	99	-		207	98	-		21	95	-		447	98
	Total	-		515	98	-		405	98	-		31	87	-		951	97
106-121	Low	-		54	100	-		46	93	-		5	60	-		105	95
	Mod	-		174	99	-		242	95	-		17	88	-		433	97
	High	-		139	99	-		195	97	-		17	88	-		351	97
	Total	-		367	99	-		483	96	-		39	85	-		889	97
91-105	Low	-		32	100	-		71	90	-		13	62	-		116	90
	Mod	-		91	96	-		296	95	-		42	88	-		429	95
	High	-		48	96	-		180	96	-		55	87	-		283	94
	Total	-		171	96	-		547	95	-		110	85	-		828	94
91-170	Low	92	95	208	99*	135	91	185	91	15	80	21	62	242	92	414	93
	Mod	88	98	807	98	165	96	769	96	31	97	70	83	284	96	1,646	96
	High	58	98	825	99	60	95	736	97	16	100	97	90	134	97	1,658	97
	Total	238	97	1,840	98	360	94	1,690	96	62	94	188	84	660	95	3,718	97*
75-90	Low	56	96	15	93	181	85	58	72*	40	73	27	63	277	85	100	73**
	Mod	32	91	48	94	127	92	248	84*	45	76	92	79	204	88	388	84
	High	5	100	16	88	38	97	140	92	14	86	51	88	57	95	207	91
	Total	93	95	79	92	346	89	446	85	99	76	170	79	538	87	695	84
62-74	Low	32	94	10	80	190	86	60	83	61	75	39	72	283	84	109	79
	Mod	16	88	4	75	129	91	162	81	71	77	132	70	216	87	298	76**
	High	2	100	2	100	24	92	70	89	13	77	67	75	39	87	139	82
	Total	50	92	16	81	343	88	292	83	145	77	238	72	538	86	546	78**
Total	Low	180	95	233	97	506	87	303	86	116	75	87	67	802	87	623	8?
	Mod	136	95	859	97	421	93	1,179	92	147	81	294	76	704	91	2,332	92
	High	65	98	843	99	122	95	946	95	43	88	215	85	230	95	2,004	96
	Total	381	96	1,935	98**	1,049	90	2,428	92*	306	80	596	78	1,736	90	4,959	93***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 4

The Number of Black and Nonblack Females with Different High School Grade Averages and the Percent that Entered College

NMSQT Selection Score Range	SES	High School Grade Average: B+ to A				C+ to B				C and Below				Total			
		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
131-170	Low	-		89	98	-		11	73	-		-		-		100	95
	Mod	-		356	99	-		72	97	-		-		-		428	99
	High	-		540	99	-		97	98	-		2	100	-		639	99
	Total	-		985	99	-		180	96	-		2	100	-		1,167	98
122-130	Low	-		78	90	-		28	82	-		1	0	-		107	87
	Mod	-		356	95	-		134	90	-		2	100	-		492	94
	High	-		338	99	-		143	96	-		-		-		481	98
	Total	-		772	96	-		305	92	-		3	67	-		1,080	95
106-121	Low	-		81	86	-		62	94	-		5	100	-		148	90
	Mod	-		278	94	-		198	90	-		9	100	-		485	93
	High	-		204	97	-		176	94	-		6	83	-		386	96
	Total	-		563	94	-		436	92	-		20	95	-		1,019	93
91-105	Low	-		69	87	-		97	82	-		8	75	-		174	84
	Mod	-		169	86	-		268	80	-		17	53	-		454	81
	High	-		85	98	-		199	88	-		14	79	-		298	90
	Total	-		323	89	-		564	83	-		39	67	-		926	85
91-170	Low	161	94	317	91	140	89	198	85	15	67	14	79	316	91	529	88
	Mod	148	95	1,159	95	193	96	672	87***	20	85	28	71	361	95	1,859	92*
	High	55	96	1,167	98	74	96	615	93	5	80	22	82	134	96	1,804	96
	Total	364	95	2,643	96	407	94	1,485	89**	40	78	64	77	811	93	4,192	93
75-90	Low	119	89	42	71**	204	84	93	77	38	66	12	75	361	83	147	76*
	Mod	63	94	75	84	201	89	248	79**	38	87	39	56**	302	89	362	77***
	High	18	83	40	90	52	98	156	87*	10	90	30	77	80	94	226	86
	Total	200	90	157	82*	457	88	497	81**	86	78	81	67	743	87	735	80***
62-74	Low	68	69	21	67	256	77	75	60**	72	60	35	49	396	73	131	58**
	Mod	26	88	33	67	168	88	174	72***	47	72	86	60	241	85	293	68***
	High	8	88	5	100	25	84	79	78	16	81	36	75	49	84	120	78
	Total	102	75	59	69	449	82	328	71***	135	67	157	61	686	78	544	68***
Total	Low	348	87	380	87	600	82	366	78	125	62	61	61	1,073	82	807	81
	Mod	237	94	1,267	93	562	91	1,094	83***	105	80	153	61**	904	90	2,514	87***
	High	81	93	1,212	98***	151	95	850	91	31	84	88	77	263	93	2,150	94
	Total	666	90	2,859	95***	1,313	87	2,310	85*	261	72	302	66	2,240	86	5,471	89**

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 5

The Number of Black and Nonblack Males who Attended Various Types of High Schools and the Percent that Entered College

NMSQT Selection Score Range	SES	Type of School Support: Public Black N	Public Black %	Public Nonblack N	Public Nonblack %	Independent Black N	Independent Black %	Independent Nonblack N	Independent Nonblack %	Parochial Black N	Parochial Black %	Parochial Nonblack N	Parochial Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		68	96	-		10	100	-		4	75	-		82	95
	Mod	-		300	98	-		29	100	-		51	96	-		380	98
	High	-		443	99	-		91	98	-		37	95	-		571	99
	Total	-		811	98	-		130	98	-		92	95	-		1,033	98
122-130	Low	-		96	94	-		9	100	-		3	100	-		108	94
	Mod	-		322	96	-		27	100	-		42	100	-		391	97
	High	-		342	98	-		55	100	-		45	98	-		442	98
	Total	-		760	97	-		91	100	-		90	99	-		941	97
106-121	Low	-		89	94	-		3	100	-		13	100	-		105	95
	Mod	-		346	97	-		31	97	-		56	95	-		433	97
	High	-		273	97	-		48	98	-		31	94	-		352	97
	Total	-		708	97	-		82	98	-		100	95	-		890	97
91-105	Low	-		103	89	-		2	100	-		13	92	-		118	90
	Mod	-		331	95	-		30	97	-		65	94	-		426	95
	High	-		206	93	-		41	95	-		37	100	-		284	94
	Total	-		640	93	-		73	96	-		115	96	-		828	94
91-170	Low	213	91	356	93	9	89	24	100	18	100	33	94	240	92	413	93
	Mod	223	97	1,299	96	26	96	117	98	25	96	214	96	274	97	1,630	96
	High	105	96	1,264	97	17	100	235	98	10	100	150	97	132	97	1,649	97
	Total	541	94	2,919	96*	52	96	376	98	53	98	397	96	646	95	3,692	97*
75-90	Low	240	85	78	72**	19	89	5	80	19	89	16	81	278	86	99	73**
	Mod	167	90	302	82*	11	73	18	100*	25	80	65	85	203	88	385	83
	High	42	93	142	89	5	100	34	94	9	100	33	94	56	95	209	90
	Total	449	88	522	82*	35	86	57	95	53	87	114	87	537	88	693	84
62-74	Low	258	85	94	81	11	82	7	57	15	80	13	69	284	84	114	78
	Mod	182	88	211	78*	9	100	21	71	22	73	70	71	213	87	302	76**
	High	28	86	94	79	4	75	15	80	6	100	31	84	38	87	140	80
	Total	468	86	399	79**	24	88	43	72	43	79	114	75	535	85	556	78***
Total	Low	711	87	528	88	39	87	36	89	52	90	62	85	802	87	626	88
	Mod	572	92	1,812	92	46	91	156	95	72	83	349	89	690	91	2,317	92
	High	175	94	1,500	95	26	96	284	96	25	100	214	94	226	95	1,998	95
	Total	1,458	90	3,840	93***	111	91	476	95	149	89	625	90	1,718	90	4,941	93***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 6

The Number of Black and Nonblack Females who Attended Various Types of High Schools and the Percent that Entered College

NMSQT Selection Score Range	SES	Type of School Support: Public Black N	Public Black %	Public Nonblack N	Public Nonblack %	Independent Black N	Independent Black %	Independent Nonblack N	Independent Nonblack %	Parochial Black N	Parochial Black %	Parochial Nonblack N	Parochial Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		85	93	-		5	80	-		11	100	-		101	93
	Mod	-		334	98	-		35	100	-		51	100	-		420	99
	High	-		516	99	-		75	100	-		37	92	-		628	99
	Total	-		935	98	-		115	99	-		99	97	-		1,149	98
122-130	Low	-		92	86	-		8	100	-		8	100	-		108	88
	Mod	-		394	93	-		36	94	-		70	96	-		500	94
	High	-		389	98	-		55	96	-		33	94	-		477	98
	Total	-		875	95	-		99	96	-		111	96	-		1,085	95
106-121	Low	-		118	91	-		8	88	-		21	90	-		147	90
	Mod	-		396	93	-		33	94	-		54	89	-		483	93
	High	-		297	96	-		56	91	-		33	97	-		386	95
	Total	-		811	84	-		97	92	-		108	92	-		1,016	93
91-105	Low	-		145	83	-		8	75	-		20	90	-		173	84
	Mod	-		351	84	-		27	67	-		63	71	-		441	81
	High	-		231	90	-		40	98	-		35	77	-		306	90
	Total	-		727	86	-		75	84	-		118	76	-		920	85
91-170	Low	270	91	440	88	16	88	29	86	20	85	60	93	306	90	529	88
	Mod	296	96	1,475	92*	20	100	131	90	43	86	238	89	359	96	1,844	92*
	High	100	95	1,433	97	20	100	226	96	14	93	138	90	134	96	1,797	96
	Total	666	94	3,348	94	56	96	386	94	77	87	436	90	799	93	4,170	93
75-90	Low	328	84	125	78	13	85	6	33*	22	73	17	65	363	84	148	74*
	Mod	254	92	280	77***	18	94	22	77	24	75	60	80	296	91	362	78***
	High	66	92	165	88	5	100	29	90	9	100	30	73	80	94	224	87
	Total	648	88	570	81***	36	92	57	79	55	78	107	76	739	88	734	80***
62-74	Low	362	72	107	58**	16	81	8	63	19	63	17	64	397	72	132	59**
	Mod	203	84	222	70***	11	82	21	76	20	90	46	54**	234	85	289	68***
	High	45	82	88	76	1	0	13	85*	2	100	23	78	48	81	124	77
	Total	610	77	417	68**	28	79	42	76	41	78	86	63	679	77	545	68***
Total	Low	960	82	672	81	45	84	43	74	61	74	94	83	1,066	81	809	81
	Mod	753	92	1,977	88**	49	94	174	87	87	84	344	83	889	91	2,495	87**
	High	211	91	1,686	95*	26	96	268	95	25	96	191	86	262	92	2,145	94
	Total	1,924	87	4,335	89**	120	91	485	90	173	82	629	84	2,217	87	5,449	89**

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 7

The Number of Black and Nonblack Males who Attended Different Sized High School Systems and the Percent that Entered College

NMSQT Selection Score Range	SES	Size of High School System: Below 10,000 Black N	Below 10,000 Black %	Below 10,000 Nonblack N	Below 10,000 Nonblack %	10,000-50,000 Black N	10,000-50,000 Black %	10,000-50,000 Nonblack N	10,000-50,000 Nonblack %	50,000-250,000 Black N	50,000-250,000 Black %	50,000-250,000 Nonblack N	50,000-250,000 Nonblack %	Over 250,000 Black N	Over 250,000 Black %	Over 250,000 Nonblack N	Over 250,000 Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		23	96	-		23	96	-		11	91	-		25	96	-		82	95
	Mod	-		80	100	-		92	96	-		80	98	-		126	98	-		378	98
	High	-		77	99	-		142	97	-		142	100	-		209	99	-		570	99
	Total	-		180	99	-		257	97	-		233	99	-		360	98	-		1,030	98
122-130	Low	-		41	90	-		24	96	-		20	100	-		23	96	-		108	94
	Mod	-		94	94	-		102	97	-		87	98	-		106	99	-		389	97
	High	-		67	100	-		109	98	-		88	99	-		172	97	-		436	98
	Total	-		202	95	-		235	97	-		195	98	-		301	98	-		933	97
106-121	Low	-		50	94	-		21	100	-		10	100	-		25	92	-		106	95
	Mod	-		135	94	-		102	98	-		94	95	-		103	100	-		434	97
	High	-		51	96	-		95	98	-		80	99	-		124	96	-		350	97
	Total	-		236	94	-		218	98	-		184	97	-		252	97	-		890	97
91-105	Low	-		52	94	-		23	83	-		18	83	-		25	92	-		118	90
	Mod	-		147	91	-*		98	95	-		77	99	-		102	96	-		424	95
	High	-		60	95	-		65	92	-		65	94	-		91	95	-		281	94
	Total	-		259	93	-		186	92	-		160	95	-		218	95	-		823	94
91-170	Low	43	88	166	93	44	93	91	93	55	95	59	93	96	92	98	94	238	92	414	93
	Mod	26	100	456	94	40	100	394	96	66	97	338	97	142	95	437	98*	274	97	1,625	96
	High	11	100	255	98	23	96	411	97	28	96	375	98	68	97	596	97	130	97	1,637	97
	Total	80	94	877	95	107	96	896	96	149	96	772	97	306	94	1,131	97*	642	95	3,676	96
75-90	Low	55	85	55	69*	57	88	11	82	65	86	9	78	100	86	23	78	277	86	98	73**
	Mod	20	95	161	76	24	100	74	89	50	84	61	93	108	85	88	83	202	88	384	83
	High	7	100	55	89	5	100	50	94	11	91	40	90	33	94	63	89	56	95	208	90
	Total	82	89	271	77*	86	92	135	90	126	86	110	91	241	87	174	84	535	88	690	84
62-74	Low	67	87	60	75	56	82	18	67	53	85	8	75	106	83	28	93	282	84	114	78
	Mod	26	77	120	72	28	89	61	82	45	84	58	71	114	89	64	83	213	87	303	76**
	High	2	50	35	71	4	100	35	86	9	89	28	86	24	88	43	79	39	87	141	80
	Total	95	83	215	73*	88	85	114	81	107	85	94	76	244	86	135	84	534	85	558	77***
Total	Low	165	87	281	86	157	87	120	88	173	88	76	89	302	87	149	91	797	87	626	87
	Mod	72	90	737	87	92	97	529	94	161	89	457	93	364	90	589	94*	689	91	2,312	91
	High	20	95	345	94	32	97	496	96	48	94	443	97	125	94	702	95	225	94	1,986	95
	Total	257	88	1,363	88	281	91	1,145	94	382	90	976	95***	791	90	1,440	94***	1,711	90	4,924	93***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 8

The Number of Black and Nonblack Females who Attended Different Sized High School Systems and the Percent that Entered College

NMSQT Selection Score Range	SES	Size of High School System: Below 10,000 Black N	Below 10,000 Black %	Below 10,000 Nonblack N	Below 10,000 Nonblack %	10,000-50,000 Black N	10,000-50,000 Black %	10,000-50,000 Nonblack N	10,000-50,000 Nonblack %	50,000-250,000 Black N	50,000-250,000 Black %	50,000-250,000 Nonblack N	50,000-250,000 Nonblack %	Over 250,000 Black N	Over 250,000 Black %	Over 250,000 Nonblack N	Over 250,000 Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		38	89	-		15	93	-		28	96	-		20	95	-		101	93
	Mod	-		96	99	-		103	98	-		101	98	-		119	99	-		419	99
	High	-		81	99	-		177	99	-		151	99	-		217	99	-		626	99
	Total	-		215	97	-		295	98	-		280	98	-		356	99	-		1,146	98
122-130	Low	-		38	87	-		28	89	-		16	88	-		27	89	-		109	88
	Mod	-		123	91	-		127	94	-		117	91	-		133	97	-		500	94
	High	-		71	99	-		122	98	-		124	98	-		159	98	-		476	98
	Total	-		232	93	-		277	93	-		257	94	-		319	97	-		1,085	95
106-121	Low	-		66	92	-		38	89	-		21	81	-		22	95	-		147	90
	Mod	-		138	90	-		118	92	-		95	97	-		129	93	-		480	93
	High	-		59	95	-		106	93	-		80	100	-		139	94	-		384	95
	Total	-		263	92	-		262	92	-		196	96	-		290	94	-		1,011	93
91-105	Low	-		93	81	-		30	90	-		19	84	-		31	87	-		173	84
	Mod	-		147	80	-		105	80	-		93	88	-		98	82	-		443	82
	High	-		54	83	-		80	90	-		76	92	-		94	91	-		304	90
	Total	-		294	81	-		215	85	-		188	89	-		223	87	-		920	85
91-170	Low	55	91	235	86	64	92	111	90	65	91	84	88	120	88	100	91	304	90	530	88
	Mod	24	96	504	89	50	94	453	91	96	98	406	94	189	95	479	93	359	96	1,842	92*
	High	8	100	265	95	17	88	485	96	21	95	431	97	87	98	609	97	133	96	1,790	96
	Total	87	93	1,004	90	131	92	1,049	93	182	95	921	95	396	93	1,188	95	796	94	4,162	93
75-90	Low	86	83	66	73	69	88	32	75	65	82	26	73	141	84	25	80	361	84	149	75
	Mod	30	90	147	71*	39	87	78	77	64	89	56	80	161	93	82	88	294	91	363	78***
	High	8	88	57	82	11	91	65	89	12	100	47	85	49	94	56	88	80	94	225	86
	Total	124	85	270	74*	119	88	175	81	141	87	129	81	351	89	163	87	735	88	737	80***
62-74	Low	91	66	68	51	87	77	29	62	88	76	16	75	129	72	19	68	395	73	132	59**
	Mod	25	80	122	70	36	92	54	65**	42	79	53	68	129	86	57	65**	232	85	286	67***
	High	3	100	33	73	3	67	28	86	7	86	28	71	35	80	34	82	48	81	123	78
	Total	119	70	223	65	126	81	111	69*	137	77	97	70	293	79	110	71	675	77	541	68***
Total	Low	232	78	369	78	220	85	172	83	218	82	126	83	390	82	144	86	1,060	82	811	81
	Mod	79	87	773	83	125	91	585	87	202	91	515	90	479	92	618	90	885	91	2,491	87
	High	19	95	355	91	31	87	578	95	40	95	506	95	171	93	699	95	261	93	2,138	94
	Total	330	82	1,497	83	376	87	1,335	90	460	87	1,147	91*	1,040	88	1,461	92***	2,206	87	5,440	89**

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

below) from the smallest sized school system also were less likely to attend college than those coming from the bigger systems.

College Attendance and College Preferences

Which colleges do students most want to attend? For a number of years approximately the 50,000 students scoring highest in the National Merit talent search were asked to name their top two college choices (Astin, 1965; Nichols, 1966). Blumenfeld (1968) asked the same question of 1,029 black Finalists in the National Achievement Program for outstanding Negroes. Since these black and nonblack students were widely distributed geographically, one might expect that they would desire to spread themselves widely among many colleges. This was not the case. In this popularity contest involving only the very brightest students, a relatively small number of colleges were named. It appears that students, particularly nonblacks, do indeed have particular colleges in mind that they would most like to attend. The results presented in this section relate the characteristics of college attenders to whether they entered their 11th grade first or second choice college.

In general black males were far less likely to enter the colleges they named than their nonblack counterparts (Table 9). But both black and nonblack Eastern males with higher test scores (91-170) were somewhat less likely to enter their top named colleges than males with similar characteristics who lived in other parts of the country. It is likely that Easterners more frequently than the others named prestigious Eastern private colleges as their top choices. Except for nonblacks who had NMSQT selection scores at the very top(131-170), the highest scoring (91-170 range) Southern nonblacks more frequently enrolled in their top choices than did their nonblack male counterparts in other geographical regions. Except in the East, low SES nonblacks more frequently entered their top choices than students with families in the higher income brackets.

Overall, nonblack women with scores in the 91-170 range were, like the men, far more likely to enter their preferred choices than were the black women (Table 10). Actually, the higher scoring nonblack women entered their first or second choice college about as often as did the higher scoring nonblack men. Eastern women in the 91-170 range less frequently entered a top choice than the others. In general, the low SES women more often than the high SES women enrolled in a top named college. Unlike the higher scoring nonblack men, Southern women did not enter a top choice more frequently than women in the Midwest or West.

Let us look a bit further at the question of college preference and consider the effect that high school grades seem to have. In general, Table 11 shows that grades were an important discriminator for nonblack males in the 91-170 range, but they did

Table 9

The Number of Black and Nonblack Males with Different Characteristics who Entered College and the Percent that Attended their First or Second Choice College

NMSQT Selection Score Range	SES	Geographical Areas: East Black N	East Black %	East Nonblack N	East Nonblack %	Midwest Black N	Midwest Black %	Midwest Nonblack N	Midwest Nonblack %	South Black N	South Black %	South Nonblack N	South Nonblack %	West Black N	West Black %	West Nonblack N	West Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		13	38	-		20	65	-		22	59	-		16	56	-		71	56
	Mod	-		48	60	-		101	52	-		86	51	-		85	55	-		320	54
	High	-		112	45	-		110	45	-		124	47	-		124	51	-		470	47
	Total	-		173	49	-		231	50	-		232	50	-		225	53	-		861	50
122-130	Low	-		13	46	-		23	43	-		33	70	-		16	69	-		85	59
	Mod	-		72	39	-		94	50	-		85	54	-		83	48	-		334	48
	High	-		72	33	-		90	61	-		77	64	-		98	56	-		337	54
	Total	-		157	37	-		207	54	-		195	61	-		197	54	-		756	52
106-121	Low	-		12	42	-		19	42	-		20	75	-		25	64	-		76	58
	Mod	-		75	41	-		85	49	-		90	63	-		93	56	-		343	53
	High	-		49	43	-		84	38	-		65	57	-		70	40	-		268	44
	Total	-		136	42	-		188	44	-		175	62	-		188	51	-		687	50
91-105	Low	-		14	43	-		24	67	-		26	58	-		22	50	-		86	56
	Mod	-		84	33	-		82	49	-		81	65	-		89	52	-		336	50
	High	-		51	41	-		55	40	-		47	60	-		52	37	-		205	44
	Total	-		149	37	-		161	48	-		154	62	-		163	47	-		627	49
91-170	Low	39	23	52	42	29	21	86	55**	76	39	101	65***	47	36	79	59*	191	32	318	57***
	Mod	61	30	279	42	56	39	362	50	62	27	342	58***	58	31	350	53**	237	32	1,333	51***
	High	34	29	284	41	19	47	339	47	22	23	313	55**	30	40	344	48	105	34	1,280	48**
	Total	134	28	615	41**	104	36	787	49**	160	33	756	58***	135	35	773	51***	533	32	2,931	50***
75-90	Low	34	35	11	45	33	30	17	59	75	36	13	31	48	29	16	38	190	33	57	44
	Mod	40	28	61	18	42	24	49	59***	31	35	61	57*	36	22	78	50**	149	27	249	46***
	High	12	17	36	19	16	31	38	34	11	45	35	63	7	14	32	44	46	28	141	40
	Total	86	29	108	21	91	27	104	50**	117	37	109	56**	91	25	126	47**	385	30	447	44***
62-74	Low	33	15	14	36	34	24	12	67**	84	36	20	35	45	33	16	44	196	30	62	44*
	Mod	31	16	41	24	41	27	36	28	34	35	38	34	44	23	43	67***	150	25	158	39**
	High	6	33	18	11	7	14	21	29	5	0	24	46	13	15	28	57*	31	16	91	38*
	Total	70	17	73	23	82	24	69	35	123	34	82	38	102	26	87	60***	377	27	311	40***
Total	Low	106	25	77	42*	96	25	115	57***	235	37	134	57***	140	33	111	54***	577	32	437	54***
	Mod	132	26	381	36*	139	31	447	49***	127	32	441	56***	138	26	471	54***	536	29	1,740	49***
	High	52	27	338	37	42	36	398	45	38	26	372	55***	50	30	404	48*	182	30	1,512	46***
	Total	290	26	796	37***	277	30	960	48***	400	34	947	56***	328	30	986	52***	1,295	30	3,689	49***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered their first or second choice college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 10

The Number of Black and Nonblack Females with Different Characteristics who Entered College and the Percent that Attended their First or Second Choice College

NMSQT Selection Score Range	SES	Geographical Areas: East Black N	East Black %	East Nonblack N	East Nonblack %	Midwest Black N	Midwest Black %	Midwest Nonblack N	Midwest Nonblack %	South Black N	South Black %	South Nonblack N	South Nonblack %	West Black N	West Black %	West Nonblack N	West Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	-		20	40	-		21	62	-		20	55	-		28	64	-		89	56
	Mod	-		75	52	-		102	59	-		95	56	-		104	59	-		376	57
	High	-		128	44	-		116	51	-		141	48	-		137	47	-		522	47
	Total	-		223	46	-		239	55	-		256	51	-		269	54	-		987	52
122-130	Low	-		11	64	-		27	56	-		18	56	-		21	52	-		77	56
	Mod	-		80	41	-		111	57	-		109	53	-		111	66	-		411	55
	High	-		102	42	-		95	56	-		92	45	-		90	58	-		379	50
	Total	-		193	43	-		233	56	-		219	50	-		222	61	-		867	53
106-121	Low	-		23	48	-		23	61	-		29	69	-		38	63	-		113	61
	Mod	-		83	54	-		76	66	-		101	57	-		95	59	-		355	59
	High	-		65	48	-		72	57	-		77	45	-		93	53	-		307	51
	Total	-		171	51	-		171	61	-		207	55	-		226	57	-		775	56
91-105	Low	-		22	50	-		26	54	-		40	50	-		31	48	-		119	50
	Mod	-		63	51	-		75	51	-		81	63	-		89	58	-		308	56
	High	-		40	35	-		55	60	-		54	63	-		63	59	-		212	56
	Total	-		125	46	-		156	54	-		175	60	-		183	57	-		639	55
91-170	Low	50	34	76	49	42	36	97	58*	101	43	107	57*	64	39	118	58*	257	39	398	56***
	Mod	65	28	301	50**	79	37	364	58***	80	40	386	57**	78	36	399	61***	302	35	1,450	57***
	High	26	12	335	43**	30	43	338	55	24	29	364	49	26	46	383	53	100	33	1,420	50***
	Total	141	27	712	46***	151	38	799	57***	205	40	857	53***	168	39	900	57***	665	36	3,268	54***
75-90	Low	54	17	16	44*	45	29	24	42	104	32	25	36	74	43	24	54	277	31	89	44*
	Mod	52	19	49	24	61	28	57	60***	52	37	55	55	64	30	61	59***	229	28	222	50***
	High	21	24	31	29	19	26	39	49	9	22	36	61*	20	20	33	48*	69	23	139	47***
	Total	127	19	96	29	125	28	120	53***	165	33	116	53***	158	35	118	55***	575	29	450	48***
62-74	Low	44	32	9	11	40	33	15	53	91	34	18	61*	72	40	18	67*	247	35	60	53**
	Mod	49	35	22	18	55	22	57	49**	34	35	27	52	45	22	43	47*	183	28	149	44**
	High	9	44	14	21	14	43	27	30	9	56	14	50	4	0	17	47	36	42	72	36
	Total	102	34	45	18*	109	28	99	44*	134	36	59	54*	121	32	78	51**	466	33	281	44**
Total	Low	148	27	101	44**	127	32	136	54***	296	36	150	54***	210	41	160	58**	781	35	547	53***
	Mod	166	27	372	44***	195	30	478	57***	166	38	468	56***	187	30	503	59***	714	31	1,821	55***
	High	56	21	380	41**	63	38	404	53*	42	33	414	50*	50	32	433	52**	211	31	1,631	49***
	Total	370	26	853	43***	385	32	1,018	55***	504	37	1,032	53***	447	36	1,096	56***	1,706	33	3,999	52***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered their first or second choice college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

not seem to play as important a part for blacks. Interestingly, black males in this NMSQT score range with C+ to B averages were just as likely to enter a top choice college as those with higher averages. It appears that some intensive recruiting was conducted to enroll blacks who obtain relatively high scores on scholastic aptitude tests like the NMSQT. This is quite likely connected to the fact that many of them did not enter the top choice colleges they named as juniors. Although it appears that the higher scoring blacks were eagerly sought, the argument has been made by some (Jenkins, 1964; Fishman et al., 1964; Clark and Plotkin, 1963; Green and Farquhar, 1965) that test information of this kind is of questionable value in predicting how black students will perform in college.

Table 12 shows that black women in the 91-170 range with C+ to B averages were just as apt to enter their top college choices as blacks with B+ to A averages. On the other hand, grades did play some role in whether the higher scoring nonblack women entered a top choice college. In general, the high SES nonblacks were somewhat less likely to enter a top named choice than nonblack women whose families had lower incomes.

Type of College Entered

Since nonblacks entered their first or second college preference much more frequently than the blacks did, it might be expected that more nonblacks than blacks went to 4-year private institutions, and a reverse trend in the 2-year and 4-year public institutions. Certainly the number of students enrolling in public junior colleges in the past few years has grown enormously. Tables 13 and 14 reveal some rather surprising results.

Over half (53%) of the black males in the top quarter of their own NMSQT selection score distribution (91-170 range) entered a 4-year private college in the fall of 1968, which is substantially higher than the 37% figure for nonblacks (Table 13). This percentage for blacks is especially high when it is considered that only about 24% of all first-time entering students in 1968 enrolled in privately controlled institutions (U. S. Office of Education, 1969b). The attendance rate at 4-year private institutions for blacks whose parents had incomes over $12,000 was 59%. Only nonblacks with scores in the 131-170 range had as many as 50% in that type of college, and only those in this score range with parents making over $12,000 reached a 58% figure. Interestingly, 50% of the blacks (in the 91-170 range) whose parents earned less than $6,000 attended a 4-year private college.

Mention was made earlier that only 52% of the black males with NMSQT scores in the 91-170 range returned usable data for this study, and it was speculated that possibly a higher percentage of nonresponders than responders did not enter college.

Table 11

The Number of Black and Nonblack Males with Different High School Grade Averages and the Percent that Attended their First or Second Choice College

NMSQT Selection Score Range	SES	High School Grade Average: B+ to A				C+ to B				C and Below				Total			
		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
131-170	Low	-		56	61	-		15	40	-		-		-		71	56
	Mod	-		258	55	-		59	48	-		1	100	-		318	54
	High	-		350	48	-		110	46	-		2	50	-		462	47
	Total	-		664	52	-		184	46	-		3	67	-		851	51
122-130	Low	-		48	60	-		36	56	-		-		-		84	58
	Mod	-		204	51	-		124	42	-		4	50	-		332	48
	High	-		176	57	-		154	51	-		6	50	-		336	54
	Total	-		428	55	-		314	48	-		10	50	-		752	52
106-121	Low	-		39	64	-		33	52	-		3	33	-		75	57
	Mod	-		144	62	-		185	47	-		10	40	-		339	53
	High	-		111	50	-		141	41	-		11	45	-		263	45
	Total	-		294	57	-		359	45	-		24	42	-		677	50
91-105	Low	-		25	56	-		52	54	-		6	83	-		83	57
	Mod	-		77	64	-		234	47	-		21	19	-		332	49
	High	-		37	70	-		135	39	-		31	32	-		203	44
	Total	-		139	64	-		421	46	-		58	33	-		618	49
91-170	Low	74	38	168	61**	106	31	136	52**	8	0	9	67**	188	32	313	57***
	Mod	72	28	683	57***	138	34	602	46**	24	29	36	31	234	32	1,321	51***
	High	48	31	674	52**	40	38	540	44	15	33	50	38	103	34	1,264	48**
	Total	194	32	1,525	55***	284	33	1,278	46***	47	26	95	38	525	32	2,898	50***
75-90	Low	41	27	13	54	118	32	32	47	22	36	11	27	181	31	56	45
	Mod	24	33	37	51	94	22	159	45***	28	39	51	45	146	27	247	46***
	High	4	25	10	90*	32	34	98	36	10	10	30	37	46	28	138	40
	Total	69	29	60	58***	244	29	289	42**	60	33	92	40	373	29	441	44***
62-74	Low	25	40	6	67	136	32	36	36	30	13	18	50**	191	30	60	43
	Mod	10	30	2	0	98	33	92	41	38	8	60	37**	146	26	154	39*
	High	2	50	2	100	21	10	50	36*	7	29	38	37	30	17	90	38*
	Total	37	38	10	60	255	30	178	39	75	12	116	39***	367	27	304	39***
Total	Low	140	35	187	60***	360	32	204	49***	60	20	38	47***	560	31	429	54***
	Mod	106	29	722	56***	330	30	853	45***	90	23	147	38*	526	29	1,722	49***
	High	54	31	686	52**	93	30	688	43*	32	25	118	37	179	30	1,492	47***
	Total	300	32	1,595	55***	783	31	1,745	45***	182	23	303	39***	1,265	30	3,643	49***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered their first or second choice college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 12

The Number of Black and Nonblack Females with Different High School Grade Averages and the Percent that Attended their First or Second Choice College

NMSQT Selection Score Range	SES	High School Grade Average: B+ to A				C+ to B				C and Below				Total			
		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
131-170	Low	-		80	55	-		8	63	-		-		-		88	56
	Mod	-		313	58	-		59	47	-		-		-		372	57
	High	-		437	49	-		77	35	-		1	0	-		515	47
	Total	-		830	53	-		144	42	-		1	0	-		975	52
122-130	Low	-		57	58	-		19	53	-		-		-		76	57
	Mod	-		300	55	-		102	53	-		2	50	-		404	55
	High	-		281	53	-		97	40	-		-		-		378	50
	Total	-		638	55	-		218	47	-		2	50	-		858	53
106-121	Low	-		63	68	-		46	52	-		3	67	-		112	62
	Mod	-		213	60	-		135	57	-		4	50	-		352	59
	High	-		174	52	-		127	49	-		4	50	-		305	50
	Total	-		450	58	-		308	53	-		11	55	-		769	56
91-105	Low	-		51	45	-		65	54	-		2	50	-		118	50
	Mod	-		126	62	-		170	53	-		9	44	-		305	56
	High	-		67	61	-		132	54	-		8	38	-		207	56
	Total	-		244	58	-		367	53	-		19	42	-		630	55
91-170	Low	137	36	251	57***	107	43	138	54	7	29	5	60	251	39	394	56***
	Mod	130	38	952	58***	154	34	466	53***	14	29	15	47	298	36	1,433	57***
	High	46	39	959	52	57	30	433	46*	1	0	13	38	104	34	1,405	50**
	Total	313	37	2,162	55***	318	36	1,037	50***	22	27	33	45	653	36	3,232	54***
75-90	Low	95	35	27	48	154	31	52	38	20	25	7	57	269	32	86	43
	Mod	50	26	57	61***	144	30	148	48**	30	23	12	25	224	28	217	50***
	High	15	27	27	59*	46	26	95	46*	7	0	17	35	68	24	139	47***
	Total	160	31	111	58***	344	30	295	46***	57	21	36	36	561	29	442	48***
62-74	Low	42	38	12	58	165	36	37	49	34	24	9	67*	241	35	58	53**
	Mod	21	24	19	63*	130	28	93	47**	28	25	33	33	179	27	145	45**
	High	6	50	4	50	20	40	47	40	10	40	20	20	36	42	71	35
	Total	69	35	35	60*	315	33	177	46**	72	26	62	62	456	32	274	44**
Total	Low	274	36	290	56***	426	36	227	49**	61	25	21	62**	761	35	538	54***
	Mod	201	34	1,028	59***	428	31	707	51***	72	25	60	32***	701	31	1,795	55***
	High	67	37	990	52*	123	30	575	45**	18	22	50	30	208	32	1,615	49***
	Total	542	35	2,308	55***	977	33	1,509	49***	151	25	131	36*	1,670	33	3,948	52***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered their first or second choice college; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 13

The Number and Percentage of Males with Different Characteristics who Entered Various Types of Colleges

NMSQT Selection Score Range	Type of College	Parental Income: Below $6,000 Black N	Black %	Below $6,000 Nonblack N	Nonblack %	$6,001-$12,000 Black N	Black %	$6,001-$12,000 Nonblack N	Nonblack %	$12,001 and Above Black N	Black %	$12,001 and Above Nonblack N	Nonblack %	Total Black N	Black %	Total Nonblack N	Nonblack %
131-170	4-Yr Pub	-		43	54	-		200	54	-		228	40	-		471	46
	4-Yr Pvt	-		33	42	-		159	43	-		334	58	-		526	52
	2-Yr Pub	-		2	3	-		10	3	-		9	2	-		21	2
	2-Yr Pvt	-		1	1	-		2	1	-		1	0	-		4	0
	Total	-		79	100	-		371	101	-		572	100	-		1,022	100
122-130	4-Yr Pub	-		80	78	-		225	59	-		217	51	-		522	57
	4-Yr Pvt	-		20	20	-		125	33	-		199	46	-		344	38
	2-Yr Pub	-		1	1	-		28	7	-		12	3	-		41	4
	2-Yr Pvt	-		1	1	-		2	1	-		2	0	-		5	1
	Total	-		102	100	-		380	100	-		430	100	-		912	100
106-121	4-Yr Pub	-		55	55	-		249	61	-		187	55	-		491	58
	4-Yr Pvt	-		32	32	-		105	26	-		122	36	-		259	31
	2-Yr Pub	-		12	12	-		46	11	-		24	7	-		82	10
	2-Yr Pvt	-		1	1	-		7	2	-		6	2	-		14	2
	Total	-		100	100	-		407	100	-		339	100	-		846	101
91-105	4-Yr Pub	-		67	66	-		223	57	-		141	54	-		431	57
	4-Yr Pvt	-		24	24	-		83	21	-		79	30	-		186	25
	2-Yr Pub	-		10	10	-		81	21	-		39	15	-		130	17
	2-Yr Pvt	-		1	1	-		4	1	-		1	0	-		6	1
	Total	-		102	101	-		391	100	-		260	99	-		753	100
91-170	4-Yr Pub	102	45	245	64***	111	41	897	58***	51	39	773	48*	264	42	1,915	54***
	4-Yr Pvt	113	50	109	28***	143	53	472	30***	77	59	734	46**	333	53	1,315	37***
	2-Yr Pub	9	4	25	7	16	6	165	11*	3	2	84	5	28	4	274	8**
	2-Yr Pvt	2	1	4	1	1	0	15	1	-		10	1	3	1	29	1
	Total	226	100	383	100	271	100	1,549	100	131	100	1,601	100	628	100	3,533	100
75-90	4-Yr Pub	136	58	25	34***	101	56	172	55	30	56	76	42	267	57	273	48***
	4-Yr Pvt	69	29	17	23	60	33	41	13***	19	35	60	33	148	32	118	21***
	2-Yr Pub	29	12	25	34***	19	11	90	29***	5	9	40	22*	53	11	155	27***
	2-Yr Pvt	1	0	6	8***	-		12	4**	-		5	3	1	0	23	4***
	Total	235	99	73	99	180	100	315	101	54	100	181	100	469	100	569	100
62-74	4-Yr Pub	116	49	36	44	86	48	87	41	14	40	47	42	216	48	170	42
	4-Yr Pvt	74	31	17	21	50	28	39	18*	15	43	22	19**	139	31	78	19***
	2-Yr Pub	43	18	27	33**	41	23	77	36**	6	17	37	33	90	20	141	34***
	2-Yr Pvt	6	2	2	2	3	2	11	5	-		7	6	9	2	20	5*
	Total	239	100	82	100	180	101	214	100	35	100	113	100	454	101	409	100
Total	4-Yr Pub	354	51	306	57*	298	47	1,156	56***	95	43	896	47	747	48	2,358	52**
	4-Yr Pvt	256	37	143	27***	253	40	552	27***	111	50	816	43*	620	40	1,511	33***
	2-Yr Pub	81	12	77	14	76	12	332	16*	14	6	161	9	171	11	570	13
	2-Yr Pvt	9	1	12	2	4	1	38	2*	-		22	1	13	1	72	2
	Total	700	101	538	100	631	100	2,078	101	220	99	1,895	100	1,551	100	4,511	100

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered the various types of colleges; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

At this point we are concentrating on the attenders. So if it is true that a high percentage of the nonresponders did not attend college, the absence of information for them probably would not substantially affect the results presented here. Also, it is hard to see how a bias existed among students at private or public institutions regarding completing the questionnaire for this study.

If the higher scoring black males were less likely than nonblack males to enter their first or second choices, it was not because they had to enter 2-year public colleges instead. Only 4% of these blacks enrolled in colleges of that type, which is considerably below the 23% figure revealed in Bayer and Boruch's (1969) data for all blacks who entered 2-year colleges in 1968. Perhaps the naming of most preferred colleges has not yet been practiced as much among blacks as among nonblacks, so that the naming of one's top two college choices has less meaning for them. But maybe they were not recruited by the particular colleges or universities they most wanted to attend. Or maybe they were recruited by "better" schools than they had in mind initially.

Essentially the same results were found for women as for men with NMSQT selection scores in the 91-170 range. However, a slightly lower percentage of these bright black women were enrolled in 4-year private colleges than was the case for men-- 48% to 53% (Table 14). About the same proportions of black women entered 4-year public and 4-year private colleges. In contrast, the proportions of nonblacks in the 91-170 range enrolled in the different types of colleges were about identical. This was true even for those nonblacks who scored in the top 10% of their own NMSQT distribution (131-170).

How Well Did Students Persist?

Enrolling in a college does not necessarily mean that a student will stay very long. Much of the published evidence about student persistence is discouraging, the dropout rate within a single year sometimes reaching as high as 45 or 50%. Recent data for blacks, however, does not paint a picture that bleak (e.g., Tetlow,1969; Nicholson, 1970; Borgen, 1970; Astin, 1970). These studies indicate that although blacks do not get A or B grades as frequently as whites do, they are able to persist in their academic programs. How well did these students persist in their first year of college?

Very high percentages of black and nonblack students of both sexes completed the freshman year (Tables 15 and 16). Students who entered a 4-year public college fared about the same as those who attended a 4-year private college. But the persistence rate for both sexes was lower for students who entered 2-year public colleges.

Table 14

The Number and Percentage of Females with Different Characteristics who Entered Various Types of Colleges

NMSQT Selection Score Range	Type of College	Parental Income: Below $6,000 Black N	Black %	Below $6,000 Nonblack N	Nonblack %	$6,001-$12,000 Black N	Black %	$6,001-$12,000 Nonblack N	Nonblack %	$12,001 and Above Black N	Black %	$12,001 and Above Nonblack N	Nonblack %	Total Black N	Black %	Total Nonblack N	Nonblack %
131-170	4-Yr Pub	-		35	36	-		243	58	-		263	42	-		541	47
	4-Yr Pvt	-		56	58	-		157	37	-		357	56	-		570	50
	2-Yr Pub	-		6	6	-		19	4	-		11	2	-		36	3
	2-Yr Pvt	-		-		-		3	1	-		1	0	-		4	0
	Total	-		97	100	-		422	100	-		632	100	-		1,151	100
122-130	4-Yr Pub	-		52	55	-		289	62	-		247	52	-		588	57
	4-Yr Pvt	-		31	33	-		147	31	-		213	45	-		391	38
	2-Yr Pub	-		11	12	-		27	6	-		11	2	-		49	5
	2-Yr Pvt	-		1	1	-		5	1	-		2	0	-		8	1
	Total	-		95	101	-		468	100	-		473	99	-		1,036	101
106-121	4-Yr Pub	-		92	69	-		266	60	-		206	56	-		564	60
	4-Yr Pvt	-		24	18	-		106	24	-		128	35	-		258	27
	2-Yr Pub	-		15	11	-		55	12	-		26	7	-		96	10
	2-Yr Pvt	-		2	2	-		15	4	-		7	2	-		24	3
	Total	-		133	100	-		442	100	-		367	100	-		942	100
91-105	4-Yr Pub	-		86	59	-		227	62	-		154	57	-		467	60
	4-Yr Pvt	-		26	18	-		69	19	-		75	28	-		170	22
	2-Yr Pub	-		28	19	-		56	15	-		37	14	-		121	16
	2-Yr Pvt	-		5	3	-		12	3	-		5	2	-		22	3
	Total	-		145	99	-		364	99	-		271	101	-		780	101
91-170	4-Yr Pub	144	49	265	56*	170	49	1,025	60***	48	37	870	50**	362	47	2,160	55***
	4-Yr Pvt	132	45	137	29***	162	47	479	28***	80	62	773	44***	374	48	1,389	36***
	2-Yr Pub	19	6	60	13**	15	4	157	9**	1	1	85	5*	35	5	302	8**
	2-Yr Pvt	1	0	8	2	-		35	2**	1	1	15	1	2	0	58	1**
	Total	296	100	470	100	347	100	1,696	99	130	101	1,743	100	773	100	3,909	100
75-90	4-Yr Pub	163	53	45	40*	144	54	156	56	34	45	88	47	341	53	289	50
	4-Yr Pvt	106	35	26	23*	81	31	47	17***	27	36	47	25	214	33	120	21***
	2-Yr Pub	31	10	35	31***	37	14	62	22*	11	15	39	21	79	12	136	24***
	2-Yr Pvt	6	2	6	5	3	1	12	4*	3	4	13	7	12	2	31	5***
	Total	306	100	112	99	265	100	277	99	75	100	187	100	646	100	576	100
62-74	4-Yr Pub	154	53	31	42	111	54	92	48	24	59	35	39*	289	54	158	44**
	4-Yr Pvt	64	22	11	15	53	26	27	14**	9	22	19	21	126	23	57	16**
	2-Yr Pub	64	22	28	38***	42	20	62	32**	8	20	30	33	114	21	120	34***
	2-Yr Pvt	8	3	4	5	1	0	11	6**	-		6	7	9	2	21	6***
	Total	290	100	74	100	207	100	192	100	41	101	90	100	538	100	356	100
Total	4-Yr Pub	461	52	341	52	425	52	1,273	59***	106	43	993	49	992	51	2,607	54*
	4-Yr Pvt	302	34	174	27**	296	36	553	26***	116	47	839	42	714	36	1,566	32**
	2-Yr Pub	114	13	123	19**	94	11	281	13	20	8	154	8	228	12	558	12
	2-Yr Pvt	15	2	18	3	4	1	58	3***	4	2	34	2	23	1	110	2**
	Total	892	101	656	101	819	100	2,165	101	246	100	2,020	101	1,957	100	4,841	100

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who entered the various types of colleges; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 15

The Number of Black and Nonblack Males who Attended Different Types of Colleges and the Percent that Completed the Freshman Year

NMSQT Selection Score Range	SES	Type of College Attended: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
131-170	Low	-		43	98	-		33	100	-		2	100	-		1	100	-		79	99
	Mod	-		199	95	-		159	96	-		10	80	-		2	100	-		370	95
	High	-		228	97	-		333	99	-		9	100	-		1	0	-		571	98
	Total	-		470	96	-		525	98	-		21	90	-		4	75	-		1,020	97
122-130	Low	-		80	93	-		19	95	-		1	100	-		1	100	-		101	93
	Mod	-		222	97	-		124	97	-		28	96	-		2	100	-		376	97
	High	-		215	96	-		198	97	-		12	100	-		2	100	-		427	97
	Total	-		517	96	-		341	97	-		41	98	-		5	100	-		904	96
106-121	Low	-		55	96	-		32	100	-		12	92	-		1	100	-		100	97
	Mod	-		247	96	-		105	97	-		46	85	-		6	100	-		404	95
	High	-		185	96	-		122	98	-		24	88	-		6	100	-		337	96
	Total	-		487	96	-		259	98	-		82	87	-		13	100	-		841	96
91-105	Low	-		67	88	-		24	88	-		10	90	-		1	100	-		102	88
	Mod	-		217	95	-		83	92	-		81	86	-		4	100	-		385	93
	High	-		137	95	-		79	94	-		38	87	-		1	100	-		255	93
	Total	-		421	94	-		186	92	-		129	87	-		6	100	-		742	92
91-170	Low	101	90	245	93	110	94	108	96	9	67	25	92	2	100	4	100	222	91	382	94
	Mod	109	95	885	96	142	96	471	96	16	88	165	87	1	100	14	100	268	96	1,535	95
	High	51	92	765	96	73	99	732	98	3	100	83	90	-	-	10	90	127	96	1,590	96
	Total	261	93	1,895	96*	325	96	1,311	97	28	82	273	88	3	100	28	96	617	94	3,507	96
75-90	Low	135	88	25	92	69	88	17	100	29	83	25	88	1	100	6	83	234	88	73	92
	Mod	100	90	170	86	60	90	40	95	19	74	90	78	-		12	92	179	88	312	85
	High	29	93	75	92	19	95	59	95	5	80	40	85	-		5	100	53	92	179	92
	Total	264	89	270	88	148	90	116	96	53	79	155	81	1	100	23	91	466	88	564	88
62-74	Low	115	85	35	89	72	94	17	82	41	83	27	67	6	67	2	50	234	87	81	79
	Mod	86	92	86	80*	50	78	39	95*	38	76	77	77	3	67	11	100*	177	84	213	83
	High	13	85	46	83	15	100	22	95	6	100	36	81	-		7	100	34	94	111	86
	Total	214	88	167	83	137	89	78	92	85	81	140	76	9	67	20	95*	445	87	405	83
Total	Low	351	88	305	92*	251	92	142	95	79	81	77	82	9	78	12	83	690	89	536	91
	Mod	295	93	1,141	93	252	91	550	96*	73	78	332	82	4	75	37	97*	624	90	2,060	92
	High	93	91	886	95	107	98	813	97	14	93	159	87	-		22	95	214	95	1,880	95
	Total	739	90	2,332	94***	610	93	1,505	96***	166	81	568	83	13	77	71	94*	1,528	90	4,476	93***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who completed the freshman year at different types of colleges; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 16

The Number of Black and Nonblack Females who Attended Different Types of Colleges and the Percent that Completed the Freshman Year

NMSQT Selection Score Range	SES	Type of College Attended: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
131-170	Low	-		35	94	-		56	96	-		6	100	-		-		-		97	96
	Mod	-		241	96	-		157	97	-		19	79	-		3	100	-		420	96
	High	-		262	96	-		353	99	-		11	73	-		1	100	-		627	97
	Total	-		538	96	-		566	98	-		36	81	-		4	100	-		1,144	97
122-130	Low	-		51	92	-		31	100	-		11	82	-		1	100	-		94	94
	Mod	-		288	94	-		147	95	-		27	93	-		5	100	-		467	94
	High	-		247	95	-		212	99	-		11	100	-		2	100	-		472	97
	Total	-		586	94	-		390	97	-		49	92	-		8	100	-		1,033	95
106-121	Low	-		92	96	-		23	91	-		15	87	-		2	100	-		132	94
	Mod	-		265	97	-		106	94	-		55	93	-		15	100	-		441	96
	High	-		205	95	-		128	95	-		26	92	-		7	100	-		366	95
	Total	-		562	96	-		257	95	-		96	92	-		24	100	-		939	95
91-105	Low	-		86	91	-		26	92	-		28	93	-		5	100	-		145	92
	Mod	-		222	94	-		69	88	-		56	95	-		12	83	-		359	93
	High	-		153	95	-		75	99	-		37	78	-		5	100	-		270	94
	Total	-		461	94	-		170	94	-		121	89	-		22	91	-		774	93
91-170	Low	143	94	264	93	132	96	136	96	19	74	60	90	1	100	8	100	295	94	468	94
	Mod	169	96	1,016	95	161	97	479	95	14	86	157	92	-		35	94	344	96	1,687	95
	High	48	96	867	95	79	99	768	98	1	100	85	85	1	100	15	100	129	98	1,735	96
	Total	360	95	2,147	95	372	97	1,383	97	34	79	302	89	2	100	58	97	768	95	3,890	95
75-90	Low	161	91	45	89	104	91	26	96	31	84	35	83	6	83	6	100	302	90	112	89
	Mod	143	88	156	92	80	93	47	89	37	70	61	87*	3	100	12	92	263	87	276	90
	High	34	97	87	92	27	100	46	96	9	56	38	82	3	67	13	100*	73	92	184	91
	Total	338	91	288	91	211	93	119	93	77	74	134	84	12	83	31	97	638	89	572	90
62-74	Low	154	86	31	65**	63	87	11	91	63	68	28	89*	8	100	3	100	288	83	73	79
	Mod	109	89	91	87	52	90	27	89	42	79	62	79	1	0	11	82	204	87	191	84
	High	23	83	35	89	9	89	19	89	8	88	30	77	-		6	100	40	85	90	86
	Total	286	87	157	83	124	89	57	89	113	73	120	80	9	89	20	90	532	85	354	84
Total	Low	458	91	340	90	299	93	173	95	113	73	123	88**	15	93	17	100	885	89	653	91
	Mod	421	91	1,263	94	293	95	553	94	93	76	280	88**	4	75	58	91	811	91	2,154	93*
	High	105	93	989	95	115	98	833	98	18	72	153	82	4	75	34	100**	242	94	2,009	95
	Total	984	91	2,592	94**	707	94	1,559	96*	224	74	556	86***	23	87	109	95	1,938	90	4,816	94***

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who completed the freshman year at different types of colleges; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Freshman Grades

Tables 17 and 18 show that a substantially higher percentage of nonblacks than blacks got A or B freshman averages. However, only small percentages of either group earned less than a C average. The same percentages of nonblack males in the 91-170 range got A averages in 4-year public and 4-year private colleges, but a slightly higher percentage (48% to 42%) of them got B averages in the latter type of college. Blacks also did a little better in 4-year private than in 4-year public colleges, although over 50% got C averages in both types.

About three-quarters of the nonblack women got A or B grade averages, while 50% of the blacks got averages that high (Table 18). Only 59% of the nonblack males and 38% of the black males got A or B averages. Like the men, the women generally did slightly better in 4-year private colleges than they did in 4-year public colleges. D or F averages were very rare among men, but they were even rarer among women; 1% of the nonblack women and 4% of the black women reported below C averages. It is possible, however, that these percentages are lower than was actually the case. Perhaps those who did not do well academically were less likely to provide information to us about their grades.

Since about 70% of the nonblacks scored above the 75th percentile of the black students' NMSQT selection score distribution, the mean NMSQT score for nonblacks in the 91-170 range is higher than the mean for blacks. This difference should be considered in interpreting the results for college grades earned by the two races.

Location of the College Attended

Are some students with certain characteristics more likely to attend a college in their home state than other students with different characteristics? Parental income, for example, would be expected to affect whether a student is financially able to attend an out-of-state college.

Tables 19 and 20 do in fact show that students with parents in the low income bracket ($6,000 or below) were much more likely to attend a college in their home state. Interestingly enough, while this relationship holds for both blacks and nonblacks, blacks were generally less likely than nonblacks with similar characteristics to enter a home-state college. For example, 81% of the nonblack males scoring in the 91-170 NMSQT range with low income parents entered an in-state-college, while the comparable percentage for blacks was only 67. Males were a bit more likely than females with similar characteristics to go to an out-of-state college. Eastern students of both sexes were somewhat more likely to attend an out-of-state college than were students from the other regions.

Table 17

The Number and Percentage of Males with Different Characteristics who Obtained Various Freshman Grade Averages at Different Types of Colleges

NMSQT Selection Score Range	Fr. GPA	Type of College Attended: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
	A	-		144	30	-		125	24	-		5	24	-		2	50	-		276	27
	B	-		216	44	-		267	51	-		11	52	-		2	50	-		496	48
131-170	C	-		112	23	-		119	23	-		5	24	-		-		-		236	23
	D, F	-		14	3	-		16	3	-		-		-		-		-		30	3
	Total	-		486	100	-		527	101	-		21	100	-		4	100	-		1,038	101
	A	-		100	19	-		42	12	-		7	17	-		3	60	-		152	16
	B	-		236	44	-		179	51	-		24	57	-		1	20	-		440	47
122-130	C	-		170	32	-		121	34	-		11	26	-		1	20	-		303	33
	D, F	-		26	5	-		9	3	-		-		-		-		-		35	4
	Total	-		532	100	-		351	100	-		42	100	-		5	100	-		930	100
	A	-		41	8	-		21	8	-		9	11	-		4	31	-		75	9
	B	-		227	45	-		131	50	-		34	41	-		2	15	-		394	46
106-121	C	-		211	42	-		97	37	-		34	41	-		7	54	-		349	40
	D, F	-		27	5	-		13	5	-		5	6	-		-		-		45	5
	Total	-		506	100	-		262	100	-		82	99	-		13	100	-		863	100
	A	-		16	4	-		6	3	-		8	6	-		-		-		30	4
	B	-		139	31	-		63	33	-		50	37	-		6	67	-		258	33
91-105	C	-		249	56	-		109	57	-		73	54	-		3	33	-		434	56
	D, F	-		41	9	-		13	7	-		3	2	-		-		-		57	7
	Total	-		445	100	-		191	100	-		134	99	-		9	100	-		779	100
	A	12	5	301	15***	12	4	194	15***	1	3	29	10	-		9	29	25	4	533	15***
	B	77	30	818	42***	125	37	640	48***	11	37	119	43	1	33	11	35	214	34	1,588	44***
91-170	C	151	57	742	38***	172	52	446	34***	17	57	123	44	2	67	11	35	342	54	1,322	37***
	D, F	23	9	108	5*	25	7	51	4**	1	3	8	3	-		-		49	8	167	5***
	Total	263	101	1,969	100	334	100	1,331	100	30	100	279	100	3	100	31	99	630	100	3,610	101
	A	5	2	3	1	4	3	-		-		3	2	-		-		9	2	6	1
	B	67	25	63	23	51	34	37	31	16	30	48	31	1	100	11	48	135	28	159	28
75-90	C	171	64	172	62	87	58	72	59	35	65	92	59	-		9	39	293	62	345	60
	D, F	26	10	40	14	9	6	12	10	3	6	12	8	-		3	13	38	8	67	12
	Total	269	101	278	100	151	101	121	100	54	101	155	100	1	100	23	100	475	100	577	101
	A	1	0	3	2	4	3	-		1	1	1	1	-		-		6	1	4	1
	B	42	19	32	18	39	28	17	22	17	18	29	20	3	33	6	29	101	22	84	20
62-74	C	151	69	112	64	87	62	52	68	70	75	105	73	4	44	13	62	312	68	282	68
	D, F	24	11	27	16	10	7	7	9	5	5	9	6	2	22	2	10	41	9	45	11
	Total	218	99	174	100	140	100	76	99	93	99	144	100	9	99	21	101	460	100	415	100
	A	18	2	307	13***	20	3	194	13***	2	1	33	6*	-		9	12	40	3	543	12***
	B	186	25	913	38***	215	34	694	45***	44	25	196	34*	5	38	28	37	450	29	1,831	40***
Total	C	473	63	1,026	42***	346	55	570	37***	122	69	320	55**	6	46	33	44	947	60	1,949	42***
	D, F	73	10	175	7*	44	7	70	5*	9	5	29	5	2	15	5	7	128	8	279	6**
	Total	750	100	2,421	100	625	99	1,528	100	177	100	578	100	13	99	75	100	1,565	100	4,602	100

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who obtained different freshman grade averages at the various types of colleges; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 18

The Number and Percentage of Females with Different Characteristics who Obtained Various Freshman Grade Averages at Different Types of Colleges

NMSQT Selection Score Range	Fr. GPA	Type of College Attended: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
131-170	A	-		186	33	-		136	23	-		25	66	-		1	20	-		348	29
	B	-		299	53	-		356	61	-		10	26	-		3	60	-		668	56
	C	-		79	14	-		88	15	-		2	5	-		1	20	-		170	14
	D, F	-		1	0	-		3	1	-		1	3	-		-		-		5	0
	Total	-		565	100	-		583	100	-		38	100	-		5	100	-		1,191	99
122-130	A	-		106	17	-		66	16	-		15	28	-		2	20	-		189	17
	B	-		375	61	-		269	65	-		29	55	-		6	60	-		679	62
	C	-		129	21	-		77	19	-		9	17	-		2	20	-		217	20
	D, F	-		8	1	-		2	0	-		-		-		-		-		10	1
	Total	-		618	100	-		414	100	-		53	100	-		10	100	-		1,095	100
106-121	A	-		71	12	-		23	8	-		13	13	-		6	25	-		113	11
	B	-		343	58	-		170	62	-		59	58	-		11	46	-		583	59
	C	-		176	30	-		73	27	-		29	29	-		7	29	-		285	29
	D, F	-		6	1	-		7	3	-		-		-		-		-		13	1
	Total	-		596	101	-		273	100	-		101	100	-		24	100	-		994	100
91-105	A	-		25	5	-		4	2	-		11	9	-		3	13	-		43	5
	B	-		211	43	-		85	47	-		76	60	-		13	57	-		385	47
	C	-		243	50	-		86	48	-		37	29	-		7	30	-		373	46
	D, F	-		7	1	-		6	3	-		2	2	-		-		-		15	2
	Total	-		486	99	-		181	100	-		126	100	-		23	100	-		816	100
91-170	A	18	5	388	17***	26	7	229	16***	3	8	64	20	-		12	19	47	6	693	17***
	B	159	43	1,228	54***	179	47	880	61***	13	36	174	55*	1	50	33	53	352	44	2,315	57***
	C	184	49	627	28***	160	42	324	22***	18	50	77	24***	-		17	27	362	46	1,045	26***
	D, F	13	3	22	1***	17	4	18	1***	2	6	3	1***	1	50	-		33	4	43	1***
	Total	374	100	2,265	100	382	100	1,451	100	36	100	318	100	2	100	62	99	794	100	4,096	101
75-90	A	9	3	9	3	6	3	3	2	3	4	6	4	-		1	3	18	3	19	3
	B	109	30	91	29	76	35	52	39	31	38	51	36	7	54	17	50	223	33	211	34
	C	206	58	195	63	128	58	71	54	47	58	76	54	4	31	16	47	385	57	358	58
	D, F	34	10	15	5*	9	4	6	5	-		8	6*	2	15	-		45	7	29	5
	Total	358	101	310	100	219	100	132	100	81	100	141	100	13	100	34	100	671	100	617	100
62-74	A	6	2	4	2	-		1	2	1	1	2	1	-		-		7	1	7	2
	B	64	22	41	25	51	39	14	23*	34	30	45	34	4	40	7	30	153	28	107	28
	C	198	67	109	65	73	55	39	65	74	64	79	59	6	60	12	52	351	64	239	62
	D, F	26	9	13	8	8	6	6	10	6	5	8	6	-		4	17	40	7	31	8
	Total	294	100	167	100	132	100	60	100	115	100	134	100	10	100	23	99	551	100	384	100
Total	A	33	3	401	15***	32	4	233	14***	7	3	72	12***	-		13	11	72	4	719	14***
	B	332	32	1,360	50***	306	42	946	58***	78	34	270	46**	12	48	57	48	728	36	2,633	52***
	C	588	57	931	34***	361	49	434	26***	139	60	232	39***	10	40	45	38	1,098	54	1,642	32***
	D, F	73	7	50	2***	34	5	30	2***	8	3	19	3	3	12	4	3	118	6	103	2***
	Total	1,026	99	2,742	101	733	100	1,643	100	232	100	593	100	25	100	119	100	2,016	100	5,097	100

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who obtained different freshman grade averages at the various types of colleges; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 19

The Number of Black and Nonblack Males with Different Characteristics who Entered College and the Percent that Attended College in their Home State

NMSQT Selection Score Range	SES	Geographic Area of Home State: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
131-170	Low	-		16	69	-		23	78	-		24	58	-		16	88	-		79	72
	Mod	-		60	63	-		121	69	-		94	70	-		96	75	-		371	70
	High	-		160	38	-		135	51	-		138	49	-		139	64	-		572	50
	Total	-		236	47	-		279	61	-		256	58	-		251	70	-		1,022	59
122-130	Low	-		16	88	-		27	74	-		33	82	-		26	92	-		102	83
	Mod	-		92	70	-		102	82	-		92	75	-		94	84	-		380	78
	High	-		115	53	-		107	65	-		92	58	-		116	78	-		430	64
	Total	-		223	62	-		236	74	-		217	69	-		236	82	-		912	72
106-121	Low	-		18	89	-		26	85	-		23	83	-		33	79	-		100	83
	Mod	-		93	78	-		106	82	-		100	85	-		108	87	-		407	83
	High	-		81	62	-		96	67	-		76	61	-		86	76	-		339	66
	Total	-		192	72	-		228	76	-		199	75	-		227	82	-		846	76
91-105	Low	-		20	85	-		27	85	-		28	75	-		27	96	-		102	85
	Mod	-		102	75	-		100	91	-		89	90	-		100	87	-		391	85
	High	-		73	64	-		68	78	-		56	82	-		63	90	-		260	78
	Total	-		195	72	-		195	86	-		173	85	-		190	89	-		753	83
91-170	Low	46	63	70	83*	37	73	103	81	87	59	108	75*	56	80	102	88	226	67	383	81***
	Mod	72	57	347	72**	63	86	429	80	69	51	375	80***	67	72	398	83*	271	66	1,549	79***
	High	47	38	429	51	23	57	406	63	26	50	362	59	35	77	404	75	131	54	1,601	62
	Total	165	53	846	62*	123	76	938	73	182	54	845	70***	158	76	904	80	628	64	3,533	72***
75-90	Low	46	74	15	93	42	86	20	95	88	81	15	93	59	93	23	87	235	83	73	92
	Mod	50	76	82	83	50	88	61	92	33	52	76	93***	47	81	96	95**	180	76	315	91***
	High	15	53	49	57	17	65	51	73	13	54	40	83*	9	78	41	90	54	61	181	75
	Total	111	72	146	75	109	83	132	85	134	71	131	90***	115	87	160	93	469	78	569	86**
62-74	Low	44	66	21	90*	39	85	16	94	95	81	23	96	61	87	22	100	239	80	82	95**
	Mod	41	54	62	76*	48	83	61	85	38	79	40	88	53	94	51	90	180	79	214	84
	High	9	44	24	67	7	100	30	90	5	60	27	78	14	79	32	94	35	71	113	83
	Total	94	59	107	77**	94	85	107	88	138	80	90	87	128	89	105	93	454	79	409	86**
Total	Low	136	68	106	86**	118	81	139	84	270	74	146	80	176	87	147	90	700	77	538	85***
	Mod	163	62	491	75**	161	86	551	82	140	59	491	83***	167	81	545	86	631	72	2,078	82***
	High	71	42	502	52	47	66	487	66	44	52	429	62	58	78	477	77	220	59	1,895	64
	Total	370	60	1,099	66	326	81	1,177	76*	454	67	1,066	74***	401	83	1,169	83	1,551	73	4,511	75

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who attended college in their home state; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 20

The Number of Black and Nonblack Females with Different Characteristics who Entered College and the Percent that Attended College in their Home State

NMSQT Selection Score Range	SES	Goegraphic Area of Home State: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
131-170	Low	-		22	59	-		25	80	-		21	71	-		29	66	-		97	69
	Mod	-		97	64	-		119	82	-		96	79	-		110	79	-		422	77
	High	-		169	49	-		138	49	-		170	46	-		155	66	-		632	53
	Total	-		288	55	-		282	66	-		287	60	-		294	71	-		1,151	63
122-130	Low	-		17	82	-		30	83	-		23	96	-		25	88	-		95	87
	Mod	-		106	70	-		128	84	-		118	81	-		116	90	-		468	81
	High	-		128	53	-		123	76	-		111	58	-		111	79	-		473	66
	Total	-		251	62	-		281	81	-		252	72	-		252	85	-		1,036	75
106-121	Low	-		32	81	-		29	90	-		33	91	-		39	95	-		133	89
	Mod	-		113	80	-		101	89	-		121	89	-		107	82	-		442	85
	High	-		99	67	-		86	79	-		84	71	-		98	86	-		367	76
	Total	-		244	75	-		216	85	-		238	83	-		244	86	-		942	82
91-105	Low	-		30	93	-		40	85	-		42	90	-		33	91	-		145	90
	Mod	-		90	82	-		90	86	-		90	88	-		94	88	-		364	86
	High	-		68	66	-		67	79	-		61	80	-		75	84	-		271	77
	Total	-		188	78	-		197	83	-		193	86	-		202	87	-		780	84
91-170	Low	61	66	101	80*	52	88	124	85	112	74	119	88**	71	75	120	86	296	75	470	85***
	Mod	86	64	406	74	91	78	438	85	86	66	425	84***	84	80	427	85	347	72	1,696	82***
	High	37	35	464	56*	39	54	414	68	25	44	426	59	29	72	439	77	130	51	1,743	65**
	Total	184	59	971	66	182	76	976	78	223	68	970	74	184	77	992	81	773	70	3,909	75**
75-90	Low	60	78	24	88	55	89	27	89	109	79	30	90	82	87	31	97	306	83	112	91*
	Mod	68	62	73	84**	70	94	77	94	57	79	60	88	70	91	67	97	265	82	277	91**
	High	23	70	48	77	23	74	53	89	9	67	46	80	20	90	40	85	75	76	187	83
	Total	151	70	145	82*	148	89	157	91	175	78	136	86	172	89	138	93	646	82	576	88**
62-74	Low	52	79	13	77	50	92	18	94	103	81	22	95	85	92	21	90	290	86	74	91
	Mod	62	66	39	87*	59	90	60	88	38	79	37	89	48	81	56	93	207	79	192	90**
	High	12	50	19	47	15	87	36	86	9	78	18	89	5	100	17	94	41	76	90	80
	Total	126	70	71	75	124	90	114	89	150	80	77	91*	138	88	94	93	538	82	356	87*
Total	Low	173	74	138	81	157	90	169	86	324	78	171	89**	238	85	178	88	892	81	656	87**
	Mod	216	63	518	76***	220	86	575	87	181	73	522	85***	202	84	550	87	819	77	2,165	84***
	High	72	49	531	58	77	66	503	72	43	56	490	62	54	81	496	78	246	63	2,020	67
	Total	461	65	1,187	69	454	84	1,247	81	548	74	1,183	76	494	84	1,224	84	1,957	77	4,841	77

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who attended college in their home state; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

High school grade average was also related to whether a student went to college out-of-state. Having a B+ to A average was particularly related to out-of-state attendance for males. Almost half of the black male college attenders with averages that high went to a college located out-of-state. Proportionally fewer nonblacks with top grade averages went out of state; in fact, only 41% of the nonblack men with parents in the "high" income bracket went to an out-of-state college.

Regardless of her grades, the odds were about 50-50 that a black female with "high" SES parents went to college out-of-state, and if her grades were in the B+ to A range the odds were about 3 to 2 that she would. In contrast, only about a third of the "high" SES nonblack females with top grades went out-of-state. High school grades do not appear to be a powerful discriminator in determining whether nonblack women from "low" or "moderate" SES levels will go out-of-state--the great majority do not.

One might expect that in-state or out-of-state attendance would be related to the type of college attended. Tables 23 and 24 reveal that it is--students attending a 4-year public college were very likely to remain in their home state, while at least 50% of the students at 4-year private colleges went out-of-state. Well over half of the "high" SES students--black and nonblack--of both sexes at 4-year private colleges were attending out-of-state.

What proportions of students do or do not go to colleges located in their own area (East, Midwest, South, or West) of residence (where they took the NMSQT). As would be expected, the great majority attend a college located in their own area (Tables 25 and 26). In the South, however, 29% of the black males and 23% of the black females with NMSQT scores in the 91-170 range left their region to attend college in some other area, most in the East. In fact, of the black and nonblack males who did leave the South, Midwest, or West, most went to the East. Women who left the Midwest or South most frequently went East. Parental income also had a bearing on whether students attended colleges outside their regional area; the "high" income families more frequently sent their sons and daughters to "outside" colleges than those less well off financially.

Another analysis was done where students high school grade averages were related to region of college attendance. In general, the grades of both black and nonblack males in the Midwest, South, and West were related to attending an "outside" college. Students with B+ to A averages were more apt to be outside their own region. Interestingly, this relationship was not found for either black or nonblack males in the East. Grades did not appear to be as important a factor for women as for men in determining college attendance outside one's own area.

Table 21

The Number of Black and Nonblack Male College Attenders who had Different High School Grade Averages and the Percent that Attended College in their Home State

NMSQT Selection Score Range	SES	High School Grade Average: B+ to A — Black N	Black %	Nonblack N	Nonblack %	C+ to B — Black N	Black %	Nonblack N	Nonblack %	C and Below — Black N	Black %	Nonblack N	Nonblack %	Total — Black N	Black %	Nonblack N	Nonblack %
131-170	Low	-		61	67	-		18	89	-		-		-		79	72
	Mod	-		290	68	-		77	79	-		1	100	-		368	70
	High	-		412	50	-		147	53	-		4	25	-		563	50
	Total	-		763	58	-		242	64	-		5	40	-		1,010	59
122-130	Low	-		56	86	-		42	79	-		2	100	-		100	83
	Mod	-		224	79	-		147	76	-		5	80	-		376	78
	High	-		212	69	-		199	60	-		17	41	-		428	64
	Total	-		492	75	-		388	68	-		24	54	-		904	72
106-121	Low	-		51	80	-		43	86	-		3	100	-		97	84
	Mod	-		164	83	-		223	84	-		15	67	-		402	83
	High	-		135	64	-		185	69	-		14	71	-		334	67
	Total	-		350	75	-		451	78	-		32	72	-		833	77
91-105	Low	-		29	79	-		62	90	-		8	75	-		99	86
	Mod	-		84	86	-		272	85	-		30	87	-		386	85
	High	-		43	84	-		166	76	-		48	81	-		257	78
	Total	-		156	84	-		500	83	-		86	83	-		742	83
91-170	Low	86	53	197	78***	122	75	165	86*	12	67	13	85	220	66	375	82***
	Mod	84	57	702	76***	153	71	719	82**	30	60	51	80*	267	66	1,532	79***
	High	56	46	802	59	57	60	697	65	16	63	83	69	129	54	1,582	62
	Total	226	53	1,761	68***	332	71	1,581	75	58	62	147	74	616	63	3,489	72***
75-90	Low	50	84	14	86	148	82	39	95*	26	85	17	100	224	83	70	94*
	Mod	28	71	41	98**	114	75	201	90***	33	91	70	90	175	77	312	91***
	High	5	60	13	92	36	64	122	75	12	50	43	67	53	60	178	75*
	Total	83	78	68	94***	298	77	362	85**	71	82	130	84	452	78	560	86***
62-74	Low	30	87	8	88	158	80	44	95*	42	76	27	96*	230	80	79	95**
	Mod	14	71	3	33	112	77	120	86	47	83	85	82	173	78	208	84
	High	2	100	2	100	21	62	59	86*	10	90	50	78	33	73	111	83
	Total	46	83	13	77	291	78	223	88**	99	81	162	83	436	79	398	86*
Total	Low	166	69	219	79*	428	79	248	89**	80	78	57	95**	674	77	524	85***
	Mod	126	62	806	77***	379	74	1,040	84***	110	79	206	84	615	72	2,052	81***
	High	63	49	817	59	114	61	878	68	38	66	176	71	215	59	1,871	64
	Total	355	63	1,842	69*	921	75	2,166	78	228	76	439	80	1,504	72	4,447	75

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks with different high school grade averages who attended college in their home state; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 22

The Number of Black and Nonblack Female College Attenders who had Different High School Grade Averages and the Percent that Attended College in their Home State

NMSQT Selection Score Range	SES	High School Grade Average: B+ to A				C+ to B				C and Below				Total			
		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
131-170	Low	-		87	69	-		8	75	-		-		-		95	69
	Mod	-		348	76	-		70	77	-		-		-		418	76
	High	-		527	53	-		94	53	-		2	50	-		623	53
	Total	-		962	63	-		172	64	-		2	50	-		1,136	63
122-130	Low	-		69	90	-		23	83	-		-		-		92	88
	Mod	-		335	82	-		121	79	-		2	100	-		458	81
	High	-		332	69	-		134	61	-		-		-		466	67
	Total	-		736	77	-		278	71	-		2	100	-		1,016	75
106-121	Low	-		70	96	-		57	82	-		5	80	-		132	89
	Mod	-		253	87	-		176	82	-		8	88	-		437	85
	High	-		194	79	-		164	72	-		5	80	-		363	76
	Total	-		517	85	-		397	78	-		18	83	-		932	82
91-105	Low	-		59	90	-		79	90	-		6	83	-		144	90
	Mod	-		144	85	-		206	86	-		9	89	-		359	86
	High	-		82	72	-		172	80	-		11	73	-		265	77
	Total	-		285	82	-		457	85	-		26	81	-		768	84
91-170	Low	151	73	285	85**	123	76	167	86*	10	80	11	82	284	74	463	85***
	Mod	140	66	1,080	82***	183	77	573	82	17	71	19	89	340	72	1,672	82***
	High	53	40	1,135	64***	71	59	564	69	4	25	18	72	128	50	1,717	65***
	Total	344	65	2,500	74***	377	73	1,304	77	31	68	48	81	752	69	3,852	75***
75-90	Low	102	79	30	93	170	85	70	90	24	88	9	89	296	83	109	91
	Mod	54	80	61	92	172	81	189	90*	33	88	21	86	259	82	271	90**
	High	15	93	34	94	50	72	130	81	9	67	21	76	74	76	185	83
	Total	171	81	125	93**	392	82	389	87*	66	85	51	82	629	82	565	88**
62-74	Low	47	85	13	92	189	85	43	88	43	88	15	93	279	85	71	90
	Mod	23	70	20	85	143	80	119	91*	34	79	48	90	200	79	187	90**
	High	7	71	4	100	21	76	59	83	13	77	26	69	41	76	89	80
	Total	77	79	37	89	353	82	221	88*	90	83	89	84	520	82	347	87*
Total	Low	300	77	328	86**	482	82	280	87	77	87	35	89	859	81	643	87**
	Mod	217	70	1,161	83***	498	79	881	85**	84	81	88	89	799	77	2,130	84***
	High	75	53	1,173	65	142	66	753	72	26	65	65	72	243	62	1,990	68
	Total	592	71	2,662	75	1,122	79	1,914	80	187	81	188	83	1,901	77	4,764	77

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks with different high school grade averages who attended college in their home state; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 23

The Number of Black and Nonblack Males who Attended Different Types of Colleges and the Percent that Attended College in their Home State

NMSQT Selection Score Range	SES	Type of College Attended: 4-Year Public Black N	%	4-Year Public Nonblack N	%	4-Year Private Black N	%	4-Year Private Nonblack N	%	2-Year Public Black N	%	2-Year Public Nonblack N	%	2-Year Private Black N	%	2-Year Private Nonblack N	%	Total Black N	%	Total Nonblack N	%
131-170	Low	-		43	86	-		33	55	-		2	100	-		1	0	-		79	72
	Mod	-		200	87	-		159	48	-		10	90	-		2	0	-		371	70
	High	-		228	78	-		334	30	-		9	100	-		1	0	-		572	50
	Total	-		471	82	-		526	37	-		21	95	-		4	0	-		1,022	59
122-130	Low	-		80	89	-		20	60	-		1	100	-		1	100	-		102	83
	Mod	-		225	85	-		125	60	-		28	96	-		2	100	-		380	78
	High	-		217	77	-		199	47	-		12	100	-		1	50	-		430	64
	Total	-		522	83	-		344	52	-		41	98	-		5	80	-		912	72
106-121	Low	-		55	96	-		32	63	-		12	83	-		1	0	-		100	83
	Mod	-		249	91	-		105	62	-		46	93	-		7	71	-		407	83
	High	-		187	76	-		122	44	-		24	100	-		6	67	-		339	66
	Total	-		491	86	-		259	54	-		82	94	-		14	64	-		846	76
91-105	Low	-		67	94	-		24	63	-		10	90	-		1	0	-		102	85
	Mod	-		223	91	-		83	63	-		81	95	-		4	50	-		391	85
	High	-		141	84	-		79	57	-		39	100	-		1	100	-		260	78
	Total	-		431	89	-		186	60	-		130	96	-		6	50	-		753	83
91-170	Low	102	90	245	91	113	44	109	60*	9	100	25	88	2	50	4	25	226	67	383	81***
	Mod	111	84	897	89	143	49	472	57	16	88	165	95	1	100	15	60	271	66	1,549	79***
	High	51	71	773	78	77	42	734	40	3	100	84	100	-		10	60	131	54	1,601	62
	Total	264	84	1,915	85	333	46	1,315	48	28	93	274	96	3	67	29	55	628	64	3,533	72***
75-90	Low	136	96	25	96	69	57	17	88*	29	90	25	96	1	100	6	67	235	83	73	92
	Mod	101	86	172	94*	60	52	41	71	19	100	90	94	-		12	83	180	76	315	91***
	High	30	73	76	83	19	37	60	53	5	80	40	98	-		5	20	54	61	181	75
	Total	267	90	273	91	148	52	118	64*	53	92	155	95	1	100	23	65	469	78	569	86**
62-74	Low	116	89	36	94	74	58	17	88*	43	95	27	100	6	83	2	100	239	80	82	95**
	Mod	86	86	87	86	50	50	39	49	41	100	77	99	3	67	11	91	180	79	214	84
	High	14	79	47	87	15	53	22	59	6	100	37	92	-		7	86	35	71	113	83
	Total	216	87	170	88	139	55	78	60	90	98	141	97	9	78	20	90	454	79	409	86**
Total	Low	354	92	306	92	256	52	143	66**	81	94	77	95	9	78	12	58	700	77	538	85***
	Mod	298	85	1,156	89	253	50	552	57*	76	97	332	95	4	76	38	76	631	72	2,078	82***
	High	95	73	896	79	111	42	816	41	14	93	161	98	-		22	59	220	59	1,895	64
	Total	747	87	2,358	86	620	49	1,511	50	171	95	570	96	13	77	72	68	1,551	73	4,511	75

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who attended college in their home state; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 24

The Number of Black and Nonblack Females who Attended Different Types of Colleges and the Percent that Attended College in their Home State

NMSQT Selection Score Range	SES	Type of College Attended: 4-Year Public				4-Year Private				2-Year Public				2-Year Private				Total			
		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack		Black		Nonblack	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
131-170	Low	-		35	91	-		56	54	-		6	83	-		-		-		97	69
	Mod	-		243	91	-		157	54	-		19	95	-		3	33	-		422	77
	High	-		263	77	-		357	34	-		11	100	-		1	0	-		632	53
	Total	-		541	84	-		570	41	-		36	94	-		4	25	-		1,151	63
122-130	Low	-		52	98	-		31	65	-		11	100	-		1	100	-		95	87
	Mod	-		289	91	-		147	61	-		27	100	-		5	60	-		468	81
	High	-		247	81	-		213	48	-		11	100	-		2	0	-		473	66
	Total	-		588	87	-		391	54	-		49	100	-		8	50	-		1,036	75
106-121	Low	-		92	93	-		24	71	-		15	100	-		2	50	-		133	89
	Mod	-		266	95	-		106	61	-		55	95	-		15	47	-		442	85
	High	-		206	86	-		128	56	-		26	96	-		7	57	-		367	76
	Total	-		564	91	-		258	60	-		96	96	-		24	50	-		942	82
91-105	Low	-		86	95	-		26	65	-		28	96	-		5	80	-		145	90
	Mod	-		227	94	-		69	62	-		56	96	-		12	25	-		364	86
	High	-		154	88	-		75	53	-		37	92	-		5	0	-		271	77
	Total	-		467	92	-		170	59	-		121	95	-		22	32	-		780	84
91-170	Low	144	95	265	95	132	50	137	61	19	95	60	97	1	100	8	75	296	75	470	85***
	Mod	170	91	1,025	92	162	51	479	59	15	93	157	96	-		35	40	347	72	1,696	82***
	High	48	79	870	82	80	34	773	43	1	100	85	95	1	0	15	27	130	51	1,743	65**
	Total	362	91	2,160	89	374	47	1,389	50	35	94	302	96	2	50	58	41	773	70	3,909	75**
75-90	Low	163	90	45	96	106	69	26	77	31	94	35	97	6	83	6	83	306	83	112	91*
	Mod	144	94	156	97	81	56	47	70	37	95	62	95	3	33	12	67	265	82	277	91**
	High	34	88	88	88	27	48	47	74*	11	100	39	95	3	100	13	46	75	76	187	83
	Total	341	92	289	94	214	61	120	73*	79	95	136	96	12	75	31	61	646	82	576	88**
62-74	Low	154	90	31	90	64	70	11	73	64	94	28	100	8	50	4	75	290	86	74	91
	Mod	111	84	92	92	53	55	27	63	42	95	62	100	1	100	11	73	207	79	192	90**
	High	24	83	35	91	9	44	19	53	8	88	30	97	-		6	17	41	76	90	80
	Total	289	87	158	92	126	62	57	61	114	94	120	99*	9	56	21	57	538	82	356	87*
Total	Low	461	92	341	94	302	61	174	64	114	94	123	98	15	67	18	78	892	81	656	86**
	Mod	425	90	1,273	93	296	53	553	60*	94	95	281	97	4	50	58	52	819	77	2,165	84***
	High	106	83	993	83	116	38	839	45	20	95	154	95	4	75	34	32	246	63	2,020	67
	Total	992	90	2,607	89	714	54	1,566	52	228	94	558	97	23	65	110	50	1,957	77	4,841	77

Note:--Comparisons are made in each cell between the percentages of blacks and nonblacks who attended college in their home state; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 25

The Number of Black and Nonblack Male College Attenders with Different Characteristics and the Percent that Entered Colleges in the Various Goegraphic Areas

NMSQT Selection Score Range	SES	Area of College Attended	Geographic Area of Home State: East Black N	East Black %	East Nonblack N	East Nonblack %	Midwest Black N	Midwest Black %	Midwest Nonblack N	Midwest Nonblack %	South Black N	South Black %	South Nonblack N	South Nonblack %	West Black N	West Black %	West Nonblack N	West Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	East	-		14	88	-		2	9	-		3	12	-		-		-		19	24
		Midwest	-		2	12	-		20	87	-		3	12	-		-		-		25	32
		South	-		-		-		-		-		18	75	-		2	12	-		20	25
		West	-		-		-		1	4	-		-		-		14	88	-		15	19
		Total	-		16	100	-		23	100	-		24	99	-		16	100	-		79	100
	Mod	East	-		53	88	-		11	9	-		12	13	-		5	5	-		81	22
		Midwest	-		5	8	-		103	85	-		6	6	-		8	8	-		121	33
		South	-		2	3	-		-		-		74	79	-		3	3	-		79	21
		West	-		-		-		7	6	-		2	2	-		80	83	-		89	24
		Total	-		60	99	-		121	100	-		94	100	-		96	99	-		371	100
	High	East	-		138	86	-		30	22	-		28	20	-		22	16	-		218	38
		Midwest	-		10	6	-		98	73	-		10	7	-		7	5	-		125	22
		South	-		7	4	-		2	1	-		91	66	-		2	1	-		102	18
		West	-		5	3	-		5	4	-		9	7	-		108	78	-		127	22
		Total	-		160	99	-		135	99	-		138	100	-		139	100	-		572	100
	Total	East	-		205	87	-		43	15	-		43	17	-		27	11	-		318	31
		Midwest	-		17	7	-		221	79	-		19	7	-		15	6	-		272	27
		South	-		9	4	-		2	1	-		183	71	-		7	3	-		201	20
		West	-		5	2	-		13	5	-		11	4	-		202	80	-		231	23
		Total	-		236	100	-		279	100	-		256	99	-		251	100	-		1,022	101
122-130	Low	East	-		15	94	-		-		-		1	3	-		-		-		16	16
		Midwest	-		-		-		26	96	-		-		-		2	8	-		28	27
		South	-		1	6	-		1	4	-		31	94	-		-		-		33	32
		West	-		-		-		-		-		1	3	-		24	92	-		25	25
		Total	-		16	100	-		27	100	-		33	100	-		26	100	-		102	100
	Mod	East	-		82	89	-		3	3	-		9	10	-		4	4	-		98	26
		Midwest	-		9	10	-		95	93	-		3	3	-		3	3	-		110	29
		South	-		1	1	-		3	3	-		79	86	-		-		-		83	22
		West	-		-		-		1	1	-		1	1	-		87	93	-		89	23
		Total	-		92	100	-		102	100	-		92	100	-		94	100	-		380	100
	High	East	-		92	80	-		7	7	-		10	11	-		8	7	-		117	27
		Midwest	-		14	12	-		90	84	-		5	5	-		7	6	-		116	27
		South	-		6	5	-		6	6	-		76	83	-		1	1	-		89	21
		West	-		3	3	-		4	4	-		1	1	-		100	86	-		108	25
		Total	-		115	100	-		107	101	-		92	100	-		116	100	-		430	100
	Total	East	-		189	85	-		10	4	-		20	9	-		12	5	-		231	25
		Midwest	-		23	10	-		211	89	-		8	4	-		12	5	-		254	28
		South	-		8	4	-		10	4	-		186	86	-		1	0	-		205	22
		West	-		3	1	-		5	2	-		3	1	-		211	89	-		222	24
		Total	-		223	100	-		236	99	-		217	100	-		236	99	-		912	99
	Low	East	-		18	100	-		1	4	-		-		-		-		-		19	19
		Midwest	-		-		-		24	92	-		-		-		1	3	-		25	25
		South	-		-		-		-		-		23	100	-		-		-		23	23
		West	-		-		-		1	4	-		-		-		32	97	-		33	33
		Total	-		18	100	-		26	100	-		23	100	-		33	100	-		100	100

		East	-	84	90	-	3	3	-	4	4	-	1	1	-	92	23		
		Midwest	-	6	6	-	100	94	-	2	2	-	2	2	-	110	27		
	Mod	South	-	2	2	-	-		-	92	92	-	2	2	-	96	24		
		West	-	1	1	-	3	3	-	2	2	-	103	95	-	109	27		
		Total	-	93	99	-	106	100	-	100	100	-	108	100	-	407	101		
106-121		East	-	73	90	-	6	6	-	5	7	-	6	7	-	90	27		
		Midwest	-	5	6	-	77	80	-	4	5	-	3	3	-	89	26		
	High	South	-	3	4	-	3	3	-	66	87	-	1	1	-	73	22		
		West	-	-		-	10	10	-	1	1	-	76	88	-	87	26		
		Total	-	81	100	-	96	99	-	76	100	-	86	99	-	339	101		
		East	-	175	91	-	10	4	-	9	5	-	7	3	-	201	24		
		Midwest	-	11	6	-	201	88	-	6	3	-	6	3	-	224	26		
	Total	South	-	5	3	-	3	1	-	181	91	-	3	1	-	192	23		
		West	-	1	1	-	14	6	-	3	2	-	211	93	-	229	27		
		Total	-	192	101	-	228	99	-	199	101	-	227	100	-	846	100		
		East	-	19	95	-	-		-	-		-	1	4	-	20	20		
		Midwest	-	1	5	-	26	96	-	-		-	-		-	27	26		
	Low	South	-	-		-	-		-	26	93	-	-		-	26	25		
		West	-	-		-	1	4	-	2	7	-	26	96	-	29	28		
		Total	-	20	100	-	27	100	-	28	100	-	27	100	-	102	99		
		East	-	91	89	-	1	1	-	1	1	-	2	2	-	95	24		
		Midwest	-	5	5	-	95	95	-	1	1	-	3	3	-	104	27		
	Mod	South	-	6	6	-	2	2	-	86	97	-	1	1	-	95	24		
		West	-	-		-	2	2	-	1	1	-	94	94	-	97	25		
		Total	-	102	100	-	100	100	-	89	100	-	100	100	-	391	100		
91-105		East	-	60	82	-	2	3	-	4	7	-	1	2	-	67	26		
		Midwest	-	9	12	-	58	85	-	1	2	-	1	2	-	69	27		
	High	South	-	2	3	-	3	4	-	50	89	-	-		-	55	21		
		West	-	2	3	-	5	7	-	1	2	-	61	97	-	69	27		
		Total	-	73	100	-	68	99	-	56	100	-	63	101	-	260	101		
		East	-	170	87	-	3	2	-	5	3	-	4	2	-	182	24		
		Midwest	-	15	8	-	179	92	-	2	1	-	4	2	-	200	27		
	Total	South	-	8	4	-	5	3	-	162	94	-	1	1	-	176	23		
		West	-	2	1	-	8	4	-	4	2	-	181	95	-	195	26		
		Total	-	195	100	-	195	101	-	173	100	-	190	100	-	753	100		
		East	42	91	66	94	2	5	3	3	17	20	4	4***	5	9	1	1*	66	29	74	19**
		Midwest	1	2	3	4	33	89	96	93	4	5	3	3	3	5	3	3	41	18	105	27**
	Low	South	1	2	1	1	1	3	1	1	65	75	98	91**	2	4	2	2	69	31	102	27
		West	2	4	-		1	3	3	3	1	1	3	3	46	82	96	94*	50	22	102	27
		Total	46	99	70	99	37	100	103	100	87	101	108	101	56	100	102	100	226	100	383	100
		East	61	85	310	89	5	8	18	4	12	17	26	7**	6	9	12	3*	84	31	366	24**
		Midwest	7	10	25	7	57	90	393	92	7	10	12	3**	5	7	16	4	76	28	446	29
	Mod	South	2	3	11	3	-		5	1	48	70	331	88**	-		6	2	50	18	353	23
		West	2	3	1	0	1	2	13	3	2	3	6	2	56	84	364	91*	61	23	384	25
		Total	72	101	347	99	63	100	429	100	69	100	375	100	67	100	398	100	271	100	1,549	101
91-170		East	39	83	363	85	3	13	45	11	6	23	47	13	5	14	37	9	53	40	492	31*
		Midwest	5	11	38	9	15	65	323	80	2	8	20	6	1	3	18	4	23	18	399	25
	High	South	-		18	4	2	9	14	3	16	62	283	78	1	3	4	1	19	15	319	20
		West	3	6	10	2	3	13	24	6	2	8	12	3	28	80	345	85	36	27	391	24
		Total	47	100	429	100	23	100	406	100	26	101	362	100	35	100	404	100	131	100	1,601	100
		East	142	86	739	87	10	8	66	7	35	19	77	9***	16	10	50	6*	203	32	932	26*
		Midwest	13	8	66	8	105	85	812	87	13	7	35	4	9	6	37	4	140	22	950	27*
	Total	South	3	2	30	4	3	2	20	2	129	71	712	84***	3	2	12	1	138	22	774	22
		West	7	4	11	1**	5	4	40	4	5	3	21	2	130	82	805	89*	147	23	877	25
		Total	165	100	846	100	123	99	938	100	182	100	845	99	158	100	904	100	628	99	3,533	100

Note:--In the NMSQT range of 91-170, comparisons are made in each cell between the percentages of blacks and nonblacks who attended college in a given geographical area; the differences that are statistically significant have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 26

The Number of Black and Nonblack Female College Attenders with Different Characteristics and the Percent that Entered College in the Various Geographic Areas

NMSQT Selection Score Range	SES	Area of College Attended	Geographic Area of Home State: East Black N	East Black %	East Nonblack N	East Nonblack %	Midwest Black N	Midwest Black %	Midwest Nonblack N	Midwest Nonblack %	South Black N	South Black %	South Nonblack N	South Nonblack %	West Black N	West Black %	West Nonblack N	West Nonblack %	Total Black N	Total Black %	Total Nonblack N	Total Nonblack %
131-170	Low	East	-		20	91	-		1	4	-		2	10	-		4	14	-		27	28
		Midwest	-		1	5	-		24	96	-		-		-		2	7	-		27	28
		South	-		1	5	-		-		-		18	86	-		-		-		19	20
		West	-		-		-		-		-		1	5	-		23	79	-		24	25
		Total	-		22	101	-		25	100	-		21	101	-		29	100	-		97	101
	Mod	East	-		84	87	-		2	2	-		3	3	-		3	3	-		92	22
		Midwest	-		8	8	-		114	96	-		4	4	-		11	10	-		137	32
		South	-		1	1	-		-		-		88	92	-		2	2	-		91	22
		West	-		4	4	-		3	3	-		1	1	-		94	85	-		102	24
		Total	-		97	100	-		119	101	-		96	100	-		110	100	-		422	100
	High	East	-		138	82	-		28	20	-		28	16	-		12	8	-		206	33
		Midwest	-		21	12	-		97	70	-		16	9	-		11	7	-		145	23
		South	-		6	4	-		5	4	-		119	70	-		6	4	-		136	22
		West	-		4	2	-		8	6	-		7	4	-		126	81	-		145	23
		Total	-		169	100	-		138	100	-		170	99	-		155	100	-		632	101
	Total	East	-		242	84	-		31	11	-		33	12	-		19	6	-		325	28
		Midwest	-		30	10	-		235	83	-		20	7	-		24	8	-		309	27
		South	-		8	3	-		5	2	-		225	78	-		8	3	-		246	21
		West	-		8	3	-		11	4	-		9	3	-		243	83	-		271	24
		Total	-		288	100	-		282	100	-		287	100	-		294	100	-		1,151	100
122-130	Low	East	-		14	82	-		1	3	-		-		-		2	8	-		17	18
		Midwest	-		1	6	-		27	90	-		1	4	-		-		-		29	31
		South	-		2	12	-		-		-		22	96	-		-		-		24	25
		West	-		-		-		2	7	-		-		-		23	92	-		25	26
		Total	-		17	100	-		30	100	-		23	100	-		25	100	-		95	100
	Mod	East	-		99	93	-		-		-		3	3	-		-		-		102	22
		Midwest	-		5	5	-		122	95	-		1	1	-		2	2	-		130	28
		South	-		1	1	-		1	1	-		112	95	-		1	1	-		115	25
		West	-		1	1	-		5	4	-		2	2	-		113	97	-		121	26
		Total	-		106	100	-		128	100	-		118	101	-		116	100	-		468	101
	High	East	-		105	82	-		8	7	-		10	9	-		4	4	-		127	27
		Midwest	-		10	8	-		107	87	-		8	7	-		4	4	-		129	27
		South	-		8	6	-		3	2	-		87	78	-		1	1	-		99	21
		West	-		5	4	-		5	4	-		6	5	-		102	92	-		118	25
		Total	-		128	100	-		123	100	-		111	99	-		111	101	-		473	100
	Total	East	-		218	87	-		9	3	-		13	5	-		6	2	-		246	24
		Midwest	-		16	6	-		256	91	-		10	4	-		6	2	-		288	28
		South	-		11	4	-		4	1	-		221	88	-		2	1	-		238	23
		West	-		6	2	-		12	4	-		8	3	-		238	94	-		264	25
		Total	-		251	99	-		281	99	-		252	100	-		252	99	-		1,036	100
114-121	Low	East	-		29	91	-		-		-		-		-		-		-		29	22
		Midwest	-		1	3	-		28	97	-		-		-		-		-		29	22
		South	-		2	6	-		-		-		33	100	-		-		-		35	26
		West	-		-		-		1	3	-		-		-		39	100	-		40	30
		Total	-		32	100	-		29	100	-		33	100	-		39	100	-		133	100

		East	-	108	96	-	2	2	-	-		-			-	108	24		
		Midwest	-	2	2	-	97	96	-	4	3	-	5	5	-	122	28		
	Mod	South	-	2	2	-	1	1	-	116	96	-	3	3	-	102	23		
		West	-	1	1	-	1	1	-	1	1	-	99	93	-	442	100		
		Total	-	113	101	-	101	100	-	121	100	-	107	101	-				
		East	-	88	89	-	3	3	-	5	6	-	-		-	96	26		
		Midwest	-	7	7	-	79	92	-	3	4	-	7	7	-	96	26		
106-121	High	South	-	3	3	-	2	2	-	73	87	-	1	1	-	79	22		
		West	-	1	1	-	2	2	-	3	4	-	90	92	-	96	26		
		Total	-	99	100	-	86	99	-	84	101	-	98	100	-	367	100		
		East	-	225	92	-	5	2	-	5	2	-	-		-	235	25		
		Midwest	-	10	4	-	204	94	-	7	3	-	12	5	-	233	25		
	Total	South	-	7	3	-	3	1	-	222	93	-	4	2	-	236	25		
		West	-	2	1	-	4	2	-	4	2	-	228	93	-	238	25		
		Total	-	244	100	-	216	99	-	238	100	-	244	100	-	942	100		
		East	-	29	97	-	1	3	-	-		-	-		-	30	21		
		Midwest	-	1	3	-	38	95	-	1	2	-	1	3	-	41	28		
	Low	South	-	-		-	-		-	40	95	-	1	3	-	41	28		
		West	-	-		-	1	3	-	1	2	-	31	94	-	33	23		
		Total	-	30	100	-	40	101	-	42	99	-	33	100	-	145	100		
		East	-	84	93	-	1	1	-	1	1	-	-		-	86	24		
		Midwest	-	3	3	-	87	97	-	1	1	-	1	1	-	92	25		
	Mod	South	-	1	1	-	-		-	87	97	-	1	1	-	89	24		
		West	-	2	2	-	2	2	-	1	1	-	92	98	-	97	27		
		Total	-	90	99	-	90	100	-	90	100	-	94	100	-	364	100		
		East	-	61	90	-	1	1	-	7	11	-	2	3	-	71	26		
		Midwest	-	4	6	-	64	96	-	1	2	-	1	1	-	70	26		
91-105	High	South	-	3	4	-	-		-	53	87	-	1	1	-	57	21		
		West	-	-		-	2	3	-	-		-	71	95	-	73	27		
		Total	-	68	100	-	67	100	-	61	100	-	75	100	-	271	100		
		East	-	174	93	-	3	2	-	8	4	-	2	1	-	187	24		
		Midwest	-	8	4	-	189	96	-	3	2	-	3	1	-	203	26		
	Total	South	-	4	2	-	-		-	180	93	-	3	1	-	187	24		
		West	-	2	1	-	5	3	-	2	1	-	194	96	-	203	26		
		Total	-	188	100	-	197	101	-	193	100	-	202	99	-	780	100		
		East	50	82	92	91	2	4	3	2	11	10	2	2**	7	10	6	5	70	24	103	22
		Midwest	7	11	4	4	49	94	117	94	3	3	2	2	3	4	3	2	62	21	126	27
	Low	South	4	7	5	5	1	2	-		94	84	113	95**	4	6	1	1*	103	35	119	25**
		West	-		-		-		4	3	4	4	2	2	57	80	116	92*	61	21	122	26
		Total	61	100	101	100	52	100	124	99	112	101	119	101	71	100	126	100	296	101	470	100
		East	76	88	375	92	9	10	5	1***	8	9	7	2***	4	5	3	1**	97	28	390	23*
		Midwest	7	8	18	4	79	87	420	96***	12	14	10	2***	4	5	19	4	102	29	467	28
	Mod	South	3	3	5	1	1	1	2	0	64	74	403	95***	3	4	7	2	71	20	417	25
		West	-		8	2	2	2	11	3	2	2	5	1	73	87	398	93*	77	22	422	25
		Total	86	99	406	99	91	100	438	100	86	99	425	100	84	101	427	105	347	99	1,696	101
		East	29	78	392	84	10	26	40	10***	8	32	50	12**	1	3	18	4	48	37	500	29*
		Midwest	6	16	42	9	28	72	347	84	3	12	28	7	5	17	23	5**	42	32	440	25
91-170	High	South	2	5	20	4	1	3	10	2	14	56	332	78*	-		9	2	17	13	371	21*
		West	-		10	2	-		17	4	-		16	4	23	79	389	89	23	18	432	25
		Total	37	99	464	99	39	101	414	100	25	100	426	101	29	99	439	100	130	100	1,743	100
		East	155	84	859	88	21	12	48	5***	27	12	59	6**	12	7	27	3**	215	28	993	25
		Midwest	20	11	64	7	156	86	884	91*	18	8	40	4*	12	7	45	5	206	27	1,033	26
	Total	South	9	5	30	3	3	2	12	1	172	77	848	87***	7	4	17	2	191	25	907	23
		West	-		18	2	2	1	32	3	6	3	23	2	153	83	903	91**	161	21	976	25*
		Total	184	100	971	100	182	101	976	100	223	100	970	99	184	101	992	101	773	101	3,909	99

Note:--In the NMSQT range of 91-170, comparisons are made in each cell between the percentages of blacks and nonblacks who attended college in a given geographical area; the differences that are statistically significant have this designation: * = p .05 level; ** = p . 01 level; *** = p .001 level.

SUMMARY

This study was designed to obtain information about the college-going patterns of students with different characteristics who participate in the scholarship programs of NMSC. The results should be interpreted carefully because many students selected for the study did not return the 1-page questionnaire mailed to them. Proportionally fewer blacks than nonblacks returned the questionnaire, and those who scored lower on the NMSQT did not return the questionnaire as frequently as did those who obtained relatively higher scores. However, the return rate was sufficiently high, particularly among the relatively high scorers, to warrent a number of tentative conclusions.

The conclusions reached are briefly summarized as follows:

1. Virtually all of the 11th grade students--regardless of sex, race, NMSQT selection score, parental income, geographical area of residence, etc.--who take the NMSQT plan to attend college, and according to them their parents are in favor of their going.
2. The test-bright school achiever--male or female, black or nonblack--is almost certain to attend college regardless of family income level; in fact, at this time there are apparently few test-bright students with high school grades in the C+ to B range who don't go.
3. The type of high school attended (public, independent, parochial) or the size of the high school system where a student resides does not appear to be an important factor in determining the college attendance patterns of test-bright academic achievers.
4. Nonblack test-bright achievers of either sex were much more likely to enter their 11th grade first or second choice colleges than their black counterparts, although Eastern test-bright students--black or nonblack, male or female--were generally less likely to enter a top choice than students residing in other sections of the country. In general, students from low income families entered their top choices more frequently than those with families in the higher income brackets.
5. High school grades were an important discriminator in determining whether nonblack males in the 91-170 NMSQT range entered their top choice college; for example, the lower income males with B+ to A averages were somewhat more likely to enter their top choices than B+ to A students whose families earned more. But grades were not an important factor for black males in the 91-170 range--those with C+ to B averages were just as likely to enter a top choice as those with higher averages.
6. Intensive recruiting apparently was conducted to enroll the blacks who scored highest on scholastic ability tests like the NMSQT; while blacks did not enter their top choices as frequently as the nonblacks did, they nevertheless did enter 4-year private institutions with high frequency, and surprisingly few of them entered 2-year colleges. High school grades in the B+ to A range were not more conducive to entering a top choice because the C+ to B blacks were also sought. Parental income was not an important factor either.
7. Very high percentages of black and nonblack students of both sexes completed the freshman year; persistence was much the same at 4-year public and 4-year private institutions.

8. Nonblacks typically got better grades than the blacks did, but few of either race received below C averages; black and nonblack women more frequently got A or B averages than their male counterparts.

9. In general, students with parents in the low income bracket ($6,000 or below) were much more likely to attend a college in their home state than students whose parents earned more, but blacks were generally less likely than nonblacks with similar characteristics to enter a home-state college. Males were somewhat more likely than females with similar characteristics to go out-of-state, and Eastern students of both sexes were a bit more likely to attend an out-of-state college than were students from other regions.

10. High school grade average was related to whether a student attended an out-of-state college; having a B+ to A average was particularly related to out-of-state attendance for males, but a higher proportion of blacks than nonblacks with similar characteristics went out-of-state.

11. Students who entered a 4-year public college were most likely attending a home-state college; at least 50% of the students at 4-year private colleges were at out-of-state institutions.

12. The great majority of students attended a college in their own geographic area (East, Midwest, South, or West) as defined in this study; however, 29% of the black males and 23% of the black females with NMSQT selection scores in the 91-170 range left the South to attend a college in one of the other areas. Most of those who leave their own area go to an Eastern college.

DISCUSSION

While the primary objective of this study was to obtain information about the college attendance patterns of participants in the scholarship programs of National Merit, a particular motivation was to attempt to identify test-bright academic achievers who desire college but are not able to attend. Admittedly, the proportions of students with various characteristics who responded to the 1-page questionnaire were not as high as one might have hoped they would be. Yet a number of tentative conclusions are possible. The results for the college attenders are perhaps more stable than for those who did not attend, because it is hard to see how biases would systematically cause some attenders to respond while others would not.

It is already known that a higher proportion of nonblacks enter institutions of higher learning than do blacks. The point of this study was to learn more about the patterns of attendance among college motivated youth who differ in various important ways. In this framework the emphasis is placed squarly on factors that lead to thought in terms of "educational advantages" or, conversely, "educational disadvantages" rather than to preoccupation with the idea that a person is disadvantaged because he happens to be a member of a minority group or because his skin happens to be a particular color. All members of a given race, ethnic group, or regional subculture are clearly not educationally disadvantaged. This conclusion has been

repeatedly borne out by studies of blacks who have received scholarship aid through the National Achievement Scholarship Program (Watley, in press). This point is also emphasized by Fichter (1967) in his study of graduates of predominantly Negro colleges:

> "...the better educated Negro parents have provided certain advantages for their children. They undoubtedly anticipated their children's higher education and saw to it that they took the college preparatory curriculum in high school. In this regard, the upper class Negro students have a high school curriculum proportionately similar to that of the white students. ...The economic, occupational, and educational status of Negro parents obviously has a great influence on the academic aspirations and experiences of their children. In contrast, it is remarkable that any of the children of lower class Negro parents ever manage to attend and finish college" (p. 48).

What about the question: Are there now significant numbers of test-bright academic achievers with particular characteristics who do not enter college? Since the nonresponder problem is not as serious among the top-scoring nonblacks as among the blacks, one can reasonably conclude that there are indeed few high-scoring academically successful nonblacks who do not go to college. If there are, this investigation was not sufficiently controlled in terms of students characteristics to find them. Doubtless the situation has changed since the middle 1950's when Wolfle (1954), Iffert (1956), the Educational Testing Service (1957), Thistlethwaite (1958), and others reported data showing that many test-bright high school achievers were not going on to institutions of higher learning.

While a high percentage of the scholarship winners in the programs of NMSC typically complete followup questionnaires (e.g., Nichols and Astin, 1966; Watley, 1969; Burgdorf, 1969), many nonwinners do not. Black nonwinners are now less apt to provide followup information about themselves than are the nonblacks who did not receive NMSC scholarships. It was hoped in this study that blacks and nonblacks alike, especially those who wanted to attend college but did not go, would want to tell us about their circumstances in order that other students similar to themselves could be identified. There are no doubt a number of complex reasons why many individuals did not respond. But judging from the many letters received, one important reason was that these students wanted financial aid themselves and none was offered.

Whatever the reasons may be that many did not respond, the results for blacks appeared reasonably consistent across the various geographical regions, and the findings are systematic when other factors are considered such as parental income level and NMSQT selection score. Thus it does not appear from these data that we are able to single out particular subgroups of test-bright achievers with given characteristics for further investigation because of unusually low college attendance rates.

Because the focus of attention here was upon the college attendance patterns of students with given characteristics, the belief is not implied that every student should attend college. This study concentrated on bright academic achievers who indicated that they wanted to attend college. In the interest of developing the nation's talent resources, NMSC has since its inception been concerned with identifying talented youth who want to continue their education. This is also consistent with the democratic ideal of helping individual students develop their talents to the extent of their ability and desire.

Many will not be surprised by the high college attendance rates found among these students. After all, nearly three times as many students now attend colleges and universities as in 1955. In fact, students are now attending institutions of higher learning in such a lockstep manner that the flow of students into college, frequently hailed as a great accomplishment, is now bring brought into question. "Far from enlarging the choice of educational experiences available to the young or producing unprecedented numbers of joyfully enlightened citizens," says Faltermayer (1970, p. 98), "the feverish expansion has reproduced with deadly conformity from coast to coast, a system originally designed for an elite of the intellectually curious and the professionally committed--a system unchanged in basic concept since medieval times." It now appears possible to produce a society of people that is overly educated in terms of the knowledge required to do the various kinds of jobs that need to be done. Not unrelated to this situation is the fact that colleges and universities themselves are now in the midst of transition and soul-searching, and many issues (e.g., Open admissions and who should be educated? What should be taught? What are the best teaching methods?, etc.) are still being discussed heatedly.

While many youth today are greatly perplexed over the course of action to take, the desire of college officials to attract bright academic achievers to their institutions has continued unabated. It is still assumed that these bright students will be able to market their talents when their formal education is over. In fact, the assumption remains that these youth provide the hope for this country to retain its place as the world leader in science, and that through their leadership discoveries and cures can be found to help resolve many of the problems (e.g., environmental pollution) that man must somehow learn to cope with.

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